Northlands College

2002 - 2003

Annual Report

MISSION

The Mission of Northlands College is to provide quality education and training programs and services that will meet the development and employment needs of Northerners, enhance social and economic development, and prepare Northerners to participate in the global economy.

PHILOSOPHY

Northlands College Believes That:

- learning is a life-long process and there is potential for all individuals to grow and to change at all stages of their lives.
- northern residents should have opportunities for personal growth, and for participation in the social and economic development of the Province, particularly the North.
- adults have rights and responsibilities for their own education: what to learn; how to learn; when to learn; where to learn.
- adult training and education improves the quality of life by enhancing employability, increasing educational levels, and providing opportunities for enhanced personal and professional development
- adult training and education develops healthy communities as well as healthy individuals.
- adult training and education agencies should be accessible, accountable, and responsive to the communities served.
- a co-operative, collaborative approach among agencies involved with education and services will increase efficiency and effectiveness and enhance benefits for all.
- collaboration and partnerships with business and industry increases quantity and quality of training opportunities, maximizes available resources, enhances skill transfer and improves opportunities for employment.

PRINCIPLES

Northlands College adheres to the following guiding principles:

- **Accessibility:** Increase access to a broad range of programs and services by focusing on improved extension and decentralization of programs and services, expanded partnerships, program development, use of technology, collaboration, coordination and enhanced counselling support.
- **Responsiveness, Relevance and Community Involvement:** Promote responsiveness to the needs of the north through the development of effective partnerships with local and aboriginal governments, funding agencies, business and industry, K-12 school systems, and other stakeholders in the planning and development of relevant training, education and career opportunities.
- **Quality:** Maintain and enhance the quality of adult training and education in order to improve the quality of life, to ensure portability of skills and to better position northerners to compete in a global economy.
- **Accountability:** Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.
- **Optimizing Resources:** Optimize the use of available resources in order to maximize opportunities for learners.
- **Mobility:** Provide education and training which enables learners to achieve upward and lateral mobility between provincial programs and institutions and within the national and international context.
- **Equity:** Adopt inclusive approaches to achieve equitable opportunity and success.
- **Public Image:** Enhance the College's profile and reputation through the promotion of College programs, services and achievements.

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Letter of Transmittal

December 18, 2003

Honourable Andrew Thomson
Minister of Saskatchewan Learning
340 Legislative Building
Regina, Saskatchewan
S4P 0B3

Dear Minister Thomson:

On behalf of the Board and in accordance with the regulations under the Regional Colleges Act of the Province of Saskatchewan, I am pleased to submit the Annual Report of Northlands College for the fiscal year ended June 30, 2003.

We remain,

Respectfully yours,

Louis Gardiner
Board Chairperson

Report of the Board of Governors
2002- 2003

A significant focus of ongoing board work is in the area of policy development. The board expresses its expectations and ensures controls necessary for accountability through board policies. Throughout 2002-03 the following new board policies were developed:

- Accounts Arrears
- Board Role & Responsibilities
- Board of Governors Conflict of Interest
- International Education and Development

In addition to new policy development, regular board policy review resulted in nine (9) standing policies being revised. A review of the College's Strategic Plan was undertaken at a board retreat in January, 2003 resulting in a revision to the Mission, Philosophy and Goals of the Strategic Plan to accommodate the Department of Learning's Sector Plan.

The board identified a number of board specific goals for 2002-03. The following chart outlines the adopted goals and reports on the outcomes.

Board Goals	Outcomes
Work closer with smaller communities in regards to basic education programming	The board allocated $40,000 of appropriated reserves to facilitate additional basic education programming in smaller communities. As a result of the allocation an additional 2 basic education/literacy programs were delivered. An additional $60,000 was allocated to support the development and delivery of an on-line grade 10 program in partnership with Northern Lights School Division and Keewatin Career Development Corporation to increase access for smaller, more remote communities
Work towards a northern university campus through Northlands College and other partners	The board allocated $60,000 of appropriated reserves to continue the decentralized 1st year Arts & Science program in Buffalo Narrows. The CEO was authorized to undertake discussions with NORTEP regarding working together towards the establishment of a northern university campus in La Ronge with decentralized programming in several northern communities.
Work towards a new facility in Creighton	Lobbying efforts were undertaken by the board with several cabinet ministers and a capital construction project proposal was submitted for Ministerial approval. The submission was approved and plans were developed to undertake the project.

Board Goals (continued)	Outcomes
Work closer with the K-12 secondary school system	The board approved a collaborative effort with the Northern Lights School Division for the development of an integrated secondary/postsecondary facility in La Loche. A partnership arrangement was developed with Northern Lights School Division and Keewatin Career Development for the establishment of an on-line high school. The board continued to provide financial support to the alternate education program partnership with the Ile a la Crosse School Division and Dumont Technical Institute
Advocate for a higher degree of decentralization of programs from credit granting institutions	Board chair, through his representation on the Northern Labour Market Committee and recent appointment to the board of SIAST, continually emphasizes the need for a broader array of offerings.
Participate in long-term planning with stakeholders	Board members regularly attend round of community/stakeholder program planning consultations. Board has been advocating for the development of an integrated and collaborative K-12/post-secondary Northern Education Strategy. As a result, the development of a strategy is identified as an agenda item for the Training and Education Subcommittee of the Northern Labour Market Committee. Subcommittee is comprised of provincial and First Nations K-12 Directors of Education, and senior officials from NORTEP, Northlands College and Saskatchewan Learning.

In response to a request from the Athabasca Economic Development and Training Corporation, the Minister of Learning approved the expansion of the Northlands College Board from eight (8) members to nine (9) members to accommodate the addition of a board representative from the Athabasca Region. A total of three (3) board appointments occurred in 2002-03:

- Gabriel Stenne, Camsell Portage representing the Athabasca Region
- Greg Nabess, Cumberland House
- Brenda Janvier, La Loche

The board hosted the Northern Colleges Conference in La Ronge in September, 2002. This was the first time that Saskatchewan hosted a pan-Canadian northern colleges conference. The conference was attended by CEOs and board members from Aurora College, North West Territories; Yukon College; Keyano College, Alberta; Keewatin Community College, Manitoba; senior ACCC, HRDC and AHRDCC officials from Ottawa; Honourable Buckley Belanger, Minister of Northern Affairs.

A Northlands College Scholarship Foundation was incorporated in 2002-03 with its founding meeting on February 20, 2002. The Foundation currently will administer three discrete scholarships; the Board of Governors Scholarship, Northlands College Scholarship and the Centennial Merit Scholarship for a total value of $8,700 per year. The most significant scholarship is the Centennial Merit Scholarship which

consists of two $3100 scholarships jointly and equally funded by the Province of Saskatchewan and Cameco Corporation. The board will continue efforts to raise additional funds to expand the scholarship base available to Northlands College students.

The board is committed to the professional development of the college staff as a means to maintain a high standard of quality of service and promote northern capacity building. Through the board's Education Leave Policy, five (5) staff were approved in 2002-03 for education leave and one staff was in the second year of a four year approved education leave for a total financial commitment of approximately $50,000.

Governance
2002-2003

Board of Directors

Louis Gardiner – Chairperson
Ile a la Crosse

Brian Morin
Buffalo Narrows

Darrell McCallum
Pelican Narrows

Gladys Christiansen
La Ronge

Gabe Stenne
Camsell Portage *(effective October 31, 2002)*

Emile Janvier
La Loche *(to January 26, 2003)*

Brenda Janvier
La Loche *(effective March 12, 2003)*

Therese Wheeler
Creighton

Sandy Rediron
Beauval

Greg Nabess
Cumberland House *(effective October 31, 2003)*

Board Meeting Schedule

September 12th, 2002	Regular Board Meeting
October 17th, 2002	Regular Board Meeting
November 21st, 2002	Regular Board Meeting
December 19th, 2002	Regular Board Meeting
January 15th, 2003	Strategic Plan Retreat
January 16th, 2003	Regular Board Meeting
February 20th, 2003	Regular Board Meeting
March 20th, 2003	Regular Board Meeting
April 17th, 2003	Regular Board Meeting
May 15th, 2003	Regular Board Meeting
June 19th, 2003	Annual Board Meeting
June 19th, 2003	Regular Board Meeting

Report of the Chief Executive Officer

The College prides itself in contributing to the socio-economic development of northern Saskatchewan through the provision of a broad range of programs and services for residents of northern Saskatchewan. The way we do this is through an extensive arrangement of partnerships and collaborative efforts with northern agencies, organizations and employers. In 2002-03, the College provided a total of 159 skill training, basic education and university level programs *(table 1)* to 2640 students *(table 2)* through a wide range of partnerships with Metis and First Nations agencies, provincial and federal government departments, school divisions, mining and forestry companies, municipal and First Nations governments, health districts and other post-secondary institutions. Partnership development is the primary manner in which the College has managed to alleviate some of the more significant challenges associated with resourcing a program plan to address the significant need of an under-developed region such as northern Saskatchewan.

Table 1
Comparative Program Activity Levels

	2001-2002		2002-2003	
	Programs	**Enrolment**	**Programs**	**Enrolment**
Skill Credit	95	1084	65	663
Skill Non-Credit	19	239	26	288
Basic Education Credit	16	375	23	468
Basic Education Non-Credit	44	1121	32	1056
University	3	30	10	138
Services	7	116	3	27
Total	**184**	**2965**	**159**	**2640**

Table 2
Student Completion Rates

Year	# of Programs	Enrolment	Completion Rates
1998-1999	155	2450	85%
1999-2000	168	2553	86%
2000-2001	184	2518	83%
2001-2002	184	2965	82%
2002-2003	159	2640	83%

The geographic region served by the College is the largest, most remote and sparsely populated in the province. Delivery of program and services is complicated by extensive distance, poor to no road access, lack of basic infrastructure in many communities, and an extremely sparse population base which is disproportionately under-educated and under-employed. Recent developments in technology have provided the College with an opportunity to improve access to educational opportunities for northern residents. The allocation of TEL (Technology Enhanced Learning) pilot funds from Saskatchewan Learning has provided the College with the opportunity to initiate an integrated TEL strategy. The TEL pilot funds served as a catalyst for the consolidation of existing college SCN and university program funds thereby providing resources to develop integrated, learner supported TEL Centres in Buffalo Narrows, La Ronge and Creighton. Students now have access in a tutor-supported model to a broader range of educational opportunities through the use of internet/satellite-based technology. The board supplemented the strategy by providing additional resources through appropriated reserves for on-line course research and development and for college participation in a partnership with the Northern Lights School Division and Keewatin Career Development Corporation in the delivery of an on-line grade 10 program. Videoconferencing capability is on the immediate horizon as a result of a partnership agreement between the College, Northern Lights School Division, Ile a la Crosse School Division, Creighton School Division, Keewatin Career Development Corporation, Government Relations and Aboriginal Affairs, Saskatchewan Association of Northern Municipalities, and SaskTel for the establishment of six (6) videoconference sites in northern Saskatchewan.

In response to a need expressed by Peter Ballantyne Cree Nation (PBCN) in the College's Eastern Region for decentralized delivery of a broader range of post-secondary education opportunities, the College, in partnership with PBCN and the First Nations University of Canada, has facilitated the establishment of a four year Bachelor of Social Work Program in Creighton. As an extension of the PBCN strategy to increase decentralization of post-secondary opportunities, discussions are underway to expand the partnership to include a degree based teacher education program in Pelican Narrows to commence 2003-04.

Many of the financial challenges anticipated in the 2002-03 Business Plan were overcome at best or forestalled at worst. The uncertainties regarding financial contributions associated with the establishment of the Northern Development Agreement have been resolved for the short term. The Northern Training Plan was maintained at the previous year's level. The lack of adequate facilities in Creighton has been overcome as a result of an approval of a capital construction project proposal for a renovated and expanded instructional and administrative facility. Partnership revenue exceeded expectations and resulted in an above average year in terms of program activity levels. The 2002-03 Business Plan projected an overall budget deficit of $404,243 based on projected revenues of $11,660,436 versus expenditures of $12,064,679 ($323,075 of the $404,243 projected deficit resulting from the strategic expenditure of appropriated reserves for targeted program activity). The financial outcome resulted in an overall excess of revenue over expenditure of $141,443 based on total revenues of $12,315,132 versus expenditures of $12,173,689.

Northlands College is committed to meeting the education and training needs of northern Saskatchewan through collaboration, partnership, and the full involvement of northern stakeholders. The implementation of the Northern Development Agreement, the development of Multi-Party Training Plan III in conjunction with the mining industry, the industry-based forestry training strategy, the development of health sector training strategies in collaboration with the regional health authorities, increased collaboration with the K-12 systems, and new initiatives in the area of technology enhanced learning will all contribute to the College's continued ability to address northern needs.

Programs and Services

Overview

Following a banner year in 2002, activity in 2003 continued to be above average for Northlands College with 2640 enrolments in 159 programs delivered across the northern half of Saskatchewan. A breakdown of the activity (appendix A) includes 91 skill-training programs delivered in 18 communities and 4 mine sites totaling 951 enrolments, 55 basic education programs delivered in 24 communities and 3 mine sites totaling 1524 enrolments, 10 university programs totaling 138 enrolments and 3 service programs totaling 27 enrolments.

Northlands College prides itself on developing partnerships to deliver a vast array of programs and participate in key initiatives, which enhance the delivery of education and training in the north. Three of the numerous highlights over the year include expanding access and support for students by launching the Technology Enhance Learning Project, evaluating and preparing northerners for employment through the Stepping Stones Project and increasing partnership and service by providing coordinator support to the Northern Apprenticeship Committee.

Access and support for students increased through leveraging TEL pilot funding with existing SCN and University budgets to launch the Technology Enhanced Learning Access Centres in three locations: Buffalo Narrows, Creighton, and La Ronge. The major benefit of the TEL Access Centres is to extend student support through the Distance Education Tutors to all students in all regional locations. To quote Marilyn Iwasyk, a distance education tutor, "I think that for those students that have been out of school for many years, the biggest help is not in the editing (of essays and assignments) but is in the moral support and reassurance of having another person read something before it is handed in to the professor."

Northlands College delivered 9 Stepping Stones to New Hope and Stepping Stones to New Horizons to a total of 171 Lac La Ronge Indian Band and Peter Ballantyne Cree Nation participants. The target group was band members who had not previously been successful in post-secondary education or training (essentially at risk clients). The goals of the Stepping Stones Projects were assessing employment readiness, preparation for employment, and developing personal action plans. Employment Readiness Scale, an online tool, was used to enable students to assess their initial "readiness" for employment and gauge their progress at the end of the program.

As a result of partnership funding from CanSask, Saskatchewan Learning and the Northern Apprenticeship Committee, Northlands hired a Northern Apprenticeship Coordinator to provide service to the Northern Apprenticeship Committee and link apprentices to training and employment in the north. The committee is a joint training council allowing northerners to indenture to the committee rather than contractors that come and go in the north, thus simplifying the process to become a journey person.

Communities, First Nation and Metis funding agencies, provincial and federal agencies, non-profit organizations and northern industries, along with Northlands College collaborated to develop unique sector agreements such as the Multi Party training Plan III for the mineral sector, the Forestry Training Strategy, Northern Neighbors Oil Sands Agreement, and the Northern Forest Protection Worker MOU. The tradition of partnership, collaboration and networking is well established in the North; the Northern Labour Market Committee and sub-committees are celebrating their 20 year anniversary in 2003.

Outcomes

Basic Education

Basic Education including Literacy programs were delivered in 24 communities and 3 mine sites totaling 1524 enrolments in 55 programs (table 3, page 19, appendix A, page 55), for an increase of 28 participants. In addition, 85% (1292 students) of the participants declared to be of Aboriginal ancestry and the 2003 completion rate maintained the same level at 78% (1196 students) (appendix A, page 55). A strong tradition of partnership with industry, Metis and First Nation agencies and K-12 school divisions resulted in increasing the number of communities and mine sites that received training in 2003.

The basic education plan exceeded the targets set in the 2002 fall program plan by 9 programs and total enrolments increased over 2001-02 (table 3, page 19). Essentially the increase in programs was due to new partnership revenue to support the Stepping Stones projects. Basic education credit programs: adult education and academic GED programs increased by 93 participants, completers increased by 76 and those who gained employment more than doubled from 29 to 63 (table 11, page 27). Basic education non-credit program enrolments decreased by 65 participants (table 11, page 27). Workplace education programs increased with a new program being supported by Cameco and the Multi Party Training Plan at the Rabbit Lake mine site in addition to existing programs at the Key Lake and McArthur River mine sites. Some of the more significant challenges faced in supporting the broad array of programs included instructor recruitment and partnership funding sources not being secured. Seven basic education and literacy programs were cancelled due to the aforementioned reasons and other programs' start dates were significantly delayed.

Skill Training

Northlands College delivered 91 skill training programs in 18 communities, and 4 mine sites throughout the north totaling 951 enrolments (appendix A). These skill programs included vocational, technical and apprenticeship level training accredited by SIAST, industry, Apprenticeship Commission or other accrediting institutes. Skill programs decreased by 30 skill credit programs and an increase in 7 skill non-credit program resulting in a net decrease of 23 skill training programs (table 3, page 19). The impact in the enrolment statistics was a decrease of 372 participants. Overall the completion rate increased for skill training by 4% resulting in a 90% completion rate for 2003.

University

University programs include 138 enrolments (table 3, page 27) in 4 delivery locations via SCN and other distance modes across the north. Our overall programs increased with the delivery of the Social Work Program in Creighton, in partnership with First Nations University of Canada. The Regional University Program completed the initial three-semester pilot, in June 2002, with 20 participants. At the end of June 2003, after five semesters, 26 different individuals accessed the full time supported program and part time enrolments have increased. Of the 26 individuals, only three withdrew before obtaining any credits, and only four were required to discontinue . The key success of the Regional University Program is in supporting students to gain valuable academic skills and in supporting students to gain valuable independent learning skills. The addition of the TEL Access Centres has increased capacity and the ability to extend the Supported Access Model.

Services and Learner Support

In the area of services and learner support, Northlands College provided invigilation for 27 GED examinations, in addition to the GED Preparation students (table 3, page 27). The counselors and student advisors are involved in implementing the Basic Education Assessment Model, which is incorporated into the counseling process, student selections and student centered team meetings. In addition, Counseling Services provides services in orientation, career planning workshops, financial counseling, referral to specialized services and academic assessment.

Goals, Objectives, and Performance Measures

The following chart provides a summary of the College's achievements in relation to its goals and objectives, performance measures and the proposed key actions. In addition, the actual response to each key initiative is stated as well as the available performance measure. The "baseline" associated with each performance measure is based on 2000-01 statistics. Due to the fact that student follow-up data is only available on Basic Education, SSEP and Quick Skills programs (as per Department requirements), baseline data is representative of only those 3 categories of programs and does not reflect all of the college's activity.

GOAL 1	Develop a skilled northern workforce to meet local, regional and provincial labour market needs
OBJECTIVES	
	1. Ensure, where appropriate, that programs and services meet provincial and national standards. 2. Establish a direct link between training and employment through strategic partnerships with employers. 3. Deliver skill-training programs at a local and regional level in response to local employers, northern industry and economic trends. 4. Maintain a balance between education and training for short-term and long-term labour market needs. 5. Improve the participation of under-represented groups to enhance their employability and to contribute to a representative workforce. 6. Expand the availability of technical and skill training opportunities through the maximization of brokerage agreements with SIAST and, where applicable, with other institutions; expanded partnerships with industry; the pursuit of certification; the use of technology. 7. Expand options for work-based training, including apprenticeship and cooperative education.

Key Actions	Timeframe	Response
Achieve joint certification with SIAST of college/ industry developed underground mine training program.	Fall, 2002	Regional Colleges will be recognized on SIAST Certificates, although, Northlands College jointly owns the Underground Mining curriculum and the Raise Bore Operation curriculum.
Develop a training strategy, in consultation with the Oil Sands Subcommittee of the NLMC, to facilitate increased access to employment opportunities in the oil sands.	2002-03	Submitted a framework for a training strategy to the Oil Sands Subcommittee.
Deliver forestry related training in collaboration with the Forestry Training Committee in response to labour market demand identified by industry.	On-going	Programs partially supported by Forestry Sector dollars include: Conventional Harvesting, Buffalo Narrows; Log Home Building, Dillon, Pelican Narrows, and Denare Beach; Heavy Duty Mechanic, Creighton; Mechanical Harvesting, Granite Lake; Post Peeling, Granite Lake for a total of 67 participants
Increased emphasis on health related training in support of needs identified by Health Sector Subcommittee of NLMC (e.g. on-going LPN training, home care, EMT, development of health career access program).	On-going	Delivered training in Practical Nursing, La Loche and La Ronge; Homecare/Special Care Aide, La Loche, and La Ronge; Standard First Aid/CPR, La Ronge; First Aide/CPR Instructor, La Ronge; Nurse's Aide, Stony Rapids for a total of 76 participants.

Key Actions (continued)	Timeframe	Response
Expand the delivery of apprenticeship training in northern Saskatchewan in collaboration with the Apprenticeship Commission, with particular emphasis on the Aboriginal Apprenticeship Initiative.	On-going	In 2002-03, there were in total 83 participants in apprenticeship training. In addition, 4 tradespersons participated in a Journeyperson Carpentry Exam Preparation. Additional program funding was approved through the Aboriginal Apprenticeship Initiative for Carpentry Level 1 programs in Fond du Lac and Wollaston, and Carpentry Level 2 in Pelican Narrows. The Wollaston and Fond du Lac projects did not proceed due to lack of qualified students.
Provide training to support the need for certified Water and Waste Water Management operators.	2002-03	Delivered Water and Waste Water Level One in Buffalo Narrows and McLean Lake Mine Site and Water Treatment and Distribution Level 2 in La Ronge to a total of 48 Participants.

Measures	2002-2003 Results
1. Participation rate for under-represented groups / % of total 768. BASELINE (2000-01): **Basic Education** (no Literacy) Aboriginal – 722 / 94% Youth – 302 / 39.32% Visible Minority – 2 / 0.26% Disabled – 17 / 2.21% **SSEP/Quick Skills** Aboriginal – 539 / 88% Youth – 138 / 23% Visible Minority – 5 / 0.8% Disabled – 13 / 2% Women (n/t trades)13/1.7%	Participation rate for under-represented groups / % of total 745. **Basic Education** (no Literacy) 691 / 92.75% 297 / 39.87% 1 / 0.13% 11 / 1.47% **Skill Credit Training Programs** 476 / 81.79% 143 / 24.57% 3 / 0.52% 8 / 1.37% NA
2. Graduation/completion rate for under-represented groups/ % of total BASELINE (2000-01): **Basic Education** (no Literacy) Aboriginal – 502 / 69.53% Youth – 189 / 62.58% Visible Minority – 2 / 100% Disabled – 9 / 52.94% **SSEP/Quick Skills** Aboriginal – 437 / 81% Youth – 96 / 70% Visible Minority – 3 / 60% Disabled – 10 / 77% Women (n/t trades)- 9 / 70%	Graduation/completion rate for under-represented groups/ % of total **Basic Education** (no Literacy) 443 / 64.11% 192 / 64.65% 1 / 100% 7 / 63.64% **Skill Credit Training Programs** 391 / 82.14% 125 / 87.41% 2 / 66.67% 6 / 75% NA

Measures (continued)	2002-2003 Results
3. Employment rate for under-represented groups (based on % of contacted) BASELINE (2000-01): **Basic Education** (no Literacy) Aboriginal – 71/ 19.45% Youth – 20/ 15.15% Visible Minority – 0 Disabled – 0 **SSEP/Quick Skills** Aboriginal – 168 / 48% Youth – 44 / 57% Visible Minority – 1 / 50% Disabled – 3 / 30% Women (n/t trades)-1 / 17%	Employment rate for under represented groups (based on % of contacted) **Basic Education** (no Literacy) 73 / 18.53% 21 / 13.64% 0 / 0% 0 / 0% **Skill Credit Training Programs** 154 / 47.24% 38 / 38% 0 / 0% 2 / 40% NA
4. Further training rate for under-represented groups (based on % of contacted) **Basic Education** (no Literacy) Aboriginal – 191 /52.33% Youth – 63 / 47.73% Visible Minority – 2 / 100% Disabled – 2 / 40% **SSEP/Quick Skills** Aboriginal – 50 / 24% Youth – 10 / 13% Visible Minority – 1 / 50% Disabled – 22% Women (n/t trades)-3 / 50%	Further training rate for under-represented groups (based on % of contacted) **Basic Education** (no Literacy) 152 / 38.58% 66 / 42.86% 1 / 100% 1 / 14.58% **Skill Credit Training Programs** 24 / 7.36% 14 / 14% 1 / 100% 0 / 0% N/A
5. Participation rates in **SSEP/Quick Skills** BASELINE (2000-01): Total Enrolment - 610	Participation rates in **Skill Credit Training Programs** 582
6. Graduation/completion rate in **SSEP/Quick Skills** BASELINE (2000-01): 508 / 83%	Graduation/completion rate in **Skill Credit Training Programs** 481 / 82.65%
7. Employment rate in **SSEP/Quick Skills** (based on % of contacted) BASELINE (2000-01): 199 / 49%	Employment rate in **Skill Credit Training Programs** (based on % of contacted) 198 / 50.51%
8. Participation rates in **Basic Education** (no Literacy) BASELINE (2000-01) Total Enrolment – 768	Participation rates in **Basic Education** (no Literacy) 745
9. Graduation/completion rates in **Basic Education** (no Literacy) BASELINE (2000-01) 531 / 69.14%	Graduation/completion rates in **Basic Education** (no Literacy) 484 / 64.97%

Measures (continued)	**2002-2003 Results**
10. Employment rate **in Basic Education** (382 contacted) % of contacted BASELINE (2000-01) 71 / 18.59%	Employment rate in **Basic Education** (421 contacted) % of contacted 86 / 20.43%
11. Further training rate in **Basic Education** (382 contacted) % of contacted BASELINE (2000-01) 201 / 52.62%	Further training rate in **Basic Education** (421 contacted) % of contacted 164 / 38.95%
12. Contractual Revenue from partners BASELINE: (2000-01) $1,508,698	Contractual Revenue from partners $2,380,919

GOAL 2	**Maximize education and training opportunities and to develop a more integrated, effective and sustainable delivery system through collaboration, coordination and partnerships**
OBJECTIVES	
	1. Improve coordination, cooperation and joint planning among adult education and training institutions and funding agencies in order to better coordinate services and minimize duplication and overlap. 2. Develop partnership approaches that maximize utilization of community and industry resources to expand learning opportunities. 3. Develop partnerships and undertake collaborative planning with K-12 school divisions to facilitate transition from high school to post-secondary education and from post-secondary education to the workplace. 4. Increase access and provide a broader range of programs and services through the use of technology.

Key Actions	**Timeframe**	**Response**
Host semi-annual meetings with SIIT, DTI, and northern funding agencies to coordinate program delivery and minimize duplication and overlap.	On-going	Spring and fall Funding Agency Meetings continue to be held, including SIIT and DTI. In addition, the March meeting of the Northern Labour Market Committee focuses on the training needs and program plans.
Expand programming activity in La Loche in partnership with Northern Lights School Division and Dumont Technical Institute. Emphasis will be on preparing residents of La Loche for employment opportunities in the oil sands.	2002-03	To prepare La Loche residents for opportunities in the Oil Sands and meet the Grade 12 hiring requirement of the oil companies, a GED Preparation Program was offered. In addition, programming was offered in Practical Nursing, Pre-Employment Welding, Carpentry Level 1, Home Care/Special Care Aide, and Developmental Studies Phase 3.

Key Actions (continued)	Timeframe	Response
Support the development of MPTP III with the mining industry.	2002-03	Participated in the development and negotiations of the Multi Party Training Plan Phase III, for the Mineral Sector. The agreement will be $13.7 million from July 2003 to June 2008.
Maintain alternate education partnership with Ile a la Crosse School Division and DTI to facilitate transition from high school to post-secondary education.	2002-03	Continued to support the alternate education partnership with Ile a la Crosse School Division and DTI. DTI is the accountable partner for registration of the adult students. In addition to financial support Northlands College provided academic assessment and counseling support to the partnership.
On behalf of the NLMC and in collaboration with Department of Learning prepare the Regional Training Needs Assessment Report for Northern Saskatchewan.	On-going	The Regional Training Needs Assessment continues to be developed in partnership with the Northern Labour Market Committee and Saskatchewan Learning.
Increase access and provide a broader range of programs and services through the use of technology: • Implement TEL Service Centers in Buffalo Narrows, Creighton and La Ronge • Through TEL Service Centers provide decentralized support to Headwaters Community Access Centers located in 46 northern communities • As a partner in the Headwaters Project participate in the development and delivery of northern developed on-line training courses such as Fire Fighter Training • Explore on-line learning options to expand Basic Education opportunities, particularly Adult 12 and GED Preparation • In collaboration with Headwaters, provincial and band controlled school divisions, DTI, and SIIT develop/access six level 30 math/science courses for on-line delivery • Development of a Northlands TEL strategy and the establishment of a staff committee to oversee its implementation.	2002-03	The TEL Centers were officially launched at the community planning meetings in 2003 in La Ronge and Buffalo Narrows. The Creighton site was launched in March 2003. Through leveraging existing budgets the TEL Pilot supported three sites, two of the three were also staffed with Distance Education Tutors. Capacity was increased with access to classes via the internet or satellite. The college continues to participate in the Headwaters Project and monitor pilot projects for opportunities for online delivery. Northlands College allocated Training and Education Reserve funds for a Program Research Developer for 6 months and to hire an Online 10 Instructor for the 2003-04 academic year. Initially the Program Research Developer will be researching GED Online delivery resources and science courses. A Technology Enhanced Learning and Operations Strategy was approved internally at the Operation Advisory Committee meeting in May of 2002. A task team continued to monitor the implementation of the strategy and make recommendations to support the strategy.
Work with Keewatin Career Development Corporation in developing a plan to sustain northern-wide technology initiatives and support services beyond the Industry Canada funded Headwaters Project.	2002-03	Northlands College approved funding to provide an instructor position to support an Online 10 program in partnership with Northern Lights School Division and KCDC. Northlands continues to participate on the KCDC Board.

Key Actions (continued)	Timeframe	Response
Act as the Saskatchewan pilot in the national pilot project of Alpha Route – Ontario's online ABE delivery system. Project is funded through National Literacy Secretariat.	2002-03	Alpha route is not yet prepared to roll out the program beyond the original pilot sites, although Saskatchewan Learning is still supporting Northlands College to be the Saskatchewan pilot site.
Work with K-12 and post-secondary institutions in the development of collaborative, broad-based northern education strategy.	2002-03	Northlands College is working in partnership with the Northern Labour Market's Education and Training Sub-committee in the potential development of a northern education strategy.

GOAL 3	**Deliver relevant programs and services that respond to needs identified by northern stakeholders**
OBJECTIVES	
	1. Maintain a process for the effective input of community representatives, economic development agencies, business and industry, and funding agencies in determining training needs and priorities, based on labour market requirements. 2. Improve and expand the program approach to the delivery of university courses through a decentralized, multi-mode, student supported learning approach. 3. Improve the effectiveness of the Basic Education Program as a bridging program to further education and training, and/or employment. 4. Provide learning opportunities related to current and emerging needs such as health and social issues and the use of technology. 5. Strengthen the role of the College is assisting communities to build their capacity for social and economic development.

Key Actions	Timeframe	Response
Undertake formal needs identification/program planning process involving extensive consultations and joint planning with northern communities, government departments, economic development organizations, business and industry, aboriginal community, school divisions and other stakeholders.	On-going	Northlands College participated in program planning meetings with Municipal and First Nation leaders, Metis and First Nation funding agencies, school divisions, other post secondary institutes, mining and forestry companies, health districts, and Federal and Provincial Government departments.
Redirect college reserve to sustain the decentralized delivery of university programming in Buffalo Narrows for another two years. The first two years of a Bachelor of Education program will be delivered in Buffalo Narrows in support of an increased demand for northern teachers. In collaboration with NORTEP, the program will serve as a feeder into the 3rd year of the NORTEP program.	2002-04	The third semester of the Regional University Program was completed June 2002, for a total of 20 participants over three semesters. The Board's decision to redirect the Training and Education Reserve supported the continuation of the Regional University Program in Buffalo Narrows until spring 2004. To meet the need of Northern Teachers, a teacher entrance option was advertised for the first two years of a Bachelor of Education, no one selected this option in 2002/03. Relocating to La Ronge or Saskatoon in year three and four was still a deterrent for potential applicants.

Key Actions (continued)	Timeframe	Response
Utilize college reserve to expand Basic Education and Literacy programming to address unmet needs.	2002-03	Training and Education Reserve was used to support the following programs: Adult Science Fair, Family Literacy, Literacy 5-8, ESL Small Group Lessons and Literacy, totaling 79 participants; Learner Assistance and Development Instructors in two regions; and a tutor in the western region.
Participate in the curriculum development associated with Basic Education Redesign and make corresponding revisions to College Developmental Studies Program.	2002-03	College Staff participated in the Basic Education Redesign workshops as well as were participants on the advisory committees for the communications and social studies curriculums. The Developmental Studies curriculum and resources were often sourced in the new curriculum. The actual revisions to Developmental Studies will occur once the curriculum is finalized and launched.
Undertake regular review of Basic Education Program through the college's Operation Advisory Council and BE Subject Councils.	On-going	At the November 2002 Policy Council meeting, subject councils were replaced with the Adult 12 Instructor Council and the Developmental Studies Instructor Council to ensure education quality and consistency in Basic Education programs.
Provide training associated with northern traditional economies of trapping, commercial fishing, and wild rice harvesting in collaboration with Traditional Economies Subcommittee of the NLMC (eg. board training, humane trapping methods, firearm safety, fish processing, business management).	2002-03	The Traditional Economies Sub-committee of the Northern Labour Market Committee has not yet established a training strategy. Raising capital and launching the new fish processing plant has been the focus of the commercial fisherman.
Coordinate and deliver training activity in support of the Northern Development Agreement. Northlands and the Department of Learning have committed up to $400,000 annually for the duration of the Agreement.	2002-07	The College submitted two proposals directly, the Water and Waste Water Certification Levels and Workplace Literacy through PLAR. In addition Northlands College is a partner in the submission of four Northern Apprenticeship Committee proposals and one through Creighton CREDO.
Implementation of the Northern Literacy Strategy. The Strategy consists of 9 key elements. The plan is to initiate implementation in the following areas: • Partner relations • Literacy advocacy and public relations • Distance education and use of technology. A proposal for funding has been approved by the National Literacy Secretariat.	2002-03	The Northern Literacy Strategy targeted three areas in 2002-03: partner relations, public relations and advocacy, and distance education. We added two new partners (Northern Lights School Division and Kids First North) and continued to work with libraries and Saskatchewan Literacy Network. With these partners we accessed a new funder (Community Initiative Fund or CIF). We also printed two newsletters and a new colour brochure along with presentations throughout the province. Finally, we ran a trial distance education GED preparation, 10-week course. It allowed us to examine issues and road blocks in distance literacy delivery.

Key Actions (continued)	Timeframe	Response
Partner with SIFC and Peter Ballantyne Cree Nation in the delivery of a Bachelor of Indian Social Work Program in Creighton.	2002-03	Northlands College partnered with SIFC (now First Nations University of Canada) to provide the administration and counseling support to the Bachelor of Indian Social Work in Creighton. Twenty-one participants started and completed the first year.

GOAL 4	Adopt inclusive approaches to achieve equitable opportunity and success
OBJECTIVES	
	1. Provide equitable access to programs and services for all learners according to individual needs and abilities and within the capabilities of the college. See equity performance measures identified in Goal 1. 2. Provide bridging, transitional and support services to facilitate participation of all individuals. 3. Establish a climate within the College where everyone is treated with respect and encouraged to develop their full potential. 4. Adopt an advocacy role in addressing financial inequities, which limit access for learners. 5. Strive to achieve representative participation levels in College programs and in the College workforce. See equity performance measures in Goal 1 for participation levels in College programs. Saskatchewan Human Rights Commission assesses performance measure in relation to employment equity annually

Key Actions	Timeframe	Response
Develop and implement an Education Equity Policy (draft policy to be submitted to Policy Council in fall of 2002).	2002-03	Second draft to be submitted at the November 2003 Policy Council Meeting.
Utilize college reserve to fund learning specialists to assist students with learning disabilities.	2002-03	Learner Assistance and Development Instructors were hired in Creighton and La Ronge; Buffalo Narrows chose to use only tutor assistance.
Enhance Basic Education Assessment model and develop an orientation manual for counseling and instructional staff.	2002-03	An orientation manual was developed and distributed to all coordinators, counselors, student advisors and each region. The Basic Education Model was reviewed and recommendations will be implemented in 2003-2004.
Continue advocacy efforts, particularly with Social Services, in relation to student financial assistance for SARs in skills training.	2002-03	

Key Actions (continued)	Timeframe	Response
Work with Gary Tinker Federation to provide programs and services to meet the needs of people with disabilities.	On-going	Gary Tinker is a member of the Northern Labour Market Committee and as such the College is kept in tune with disability issues.

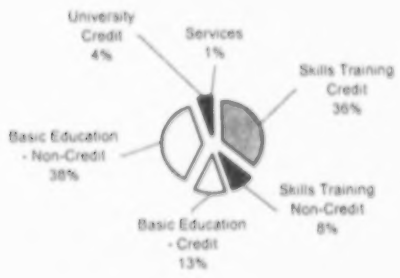
GOAL 5	**Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.**
OBJECTIVES	
	1. Undertake regular reviews of the College programs and services to monitor progress in achieving objectives and improve quality. 2. Establish effective methods to communicate results of College programs and services to the public.

Key Actions	Timeframe	Response
Develop performance measures in relation to the following Sector Plan Objectives: • Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals and the economy (FLE enrolments in all programs as per OCSM categories) • Increase the participation of under-represented groups to enhance their employability and to contribute to a representative workforce (participation/graduation/employment rates of equity groups for credit programs) • Increase the success of individuals in programs and services (number of graduates from credit programs) • Contribute to the development and maintenance of a workforce responsive to the economy (employment rate of graduates) • Increase employer and industry participation in planning and investment in education and training (level of contractual revenue from annual financial statements).	2002-03	See performance measures in goal #1
In keeping with the College's Program Review Policy, undertake an evaluation of apprenticeship programs in 2002-03. Basic Education review was undertaken in 2000-01 and University review was undertaken in 2001-02.	2002-03	The task team continues to review apprenticeship programs in two key areas, mechanical programs and carpentry programs. The instrument is a telephone survey and the completion date to report is at the spring of 2004 Operation Advisory Committee Meeting.

Table 3

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Northlands College Roll Up Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	43	406	76	n/a	37	298	59	n/a
	Other:	4	44	0	n/a	2	16	0	n/a
	Apprenticeship & Trade	9	86	8	n/a	10	75	8	n/a
	Subtotal Institute Credit	**56**	**536**	**84**	**n/a**	**49**	**389**	**67**	**n/a**
	Industry Credit	38	391	60	n/a	16	192	15	n/a
	Subtotal Industry Credit	**38**	**391**	**60**	**n/a**	**16**	**192**	**15**	**n/a**
	Subtotal Credit	**94**	**927**	**144**	**n/a**	**65**	**581**	**82**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	2	25	0	n/a	7	53	0	n/a
	Community/Individual Non-Credit	18	110	117	n/a	18	35	179	n/a
	Personal Interest Non-Credit	0	0	0	n/a	1	0	21	n/a
	Subtotal Non-Credit	**20**	**135**	**117**	**n/a**	**26**	**88**	**200**	**n/a**
TOTAL SKILLS TRAINING		**114**	**1062**	**261**	**n/a**	**91**	**669**	**282**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	14	317	4	n/a	15	314	17	n/a
	Academic GED	2	19	35	n/a	8	69	68	n/a
	Subtotal BE Credit	**16**	**336**	**39**	**n/a**	**23**	**383**	**85**	**n/a**
	Basic Education Non-Credit								
	Literacy	18	296	391	n/a	15	31	743	n/a
	English Language Training	0	0	0	n/a	1	0	4	n/a
	Employability/Life Skills	26	434	0	n/a	11	197	0	n/a
	General Academic Studies	0	0	0	n/a	5	71	10	n/a
	Subtotal BE Non-Credit	**44**	**730**	**391**	**n/a**	**32**	**299**	**757**	**n/a**
TOTAL BASIC EDUCATION		**60**	**1066**	**430**	**n/a**	**55**	**682**	**842**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	3	24	2	n/a	4	36	67	n/a
	University of Saskatchewan	3	14	67	n/a	5	1	30	n/a
	Other:	1	0	9	n/a	1	1	3	n/a
TOTAL UNIVERSITY		**7**	**38**	**78**	**n/a**	**10**	**38**	**100**	**n/a**
TOTAL SERVICES		**3**	**0**	**30**	**n/a**	**3**	**0**	**27**	**n/a**
TOTAL PROGRAMS		**184**	**2166**	**799**	**n/a**	**159**	**1389**	**1251**	**n/a**

2001-2002 (2965 Students)



2002-2003 (2640 Students)

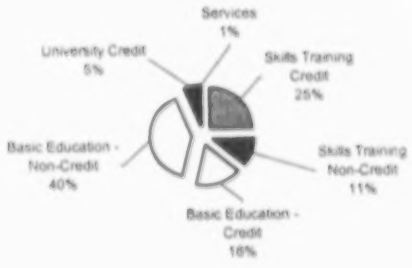
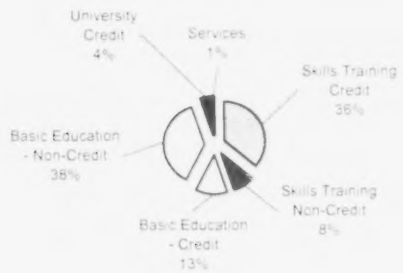


Table 3

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Northlands College Roll Up Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	43	406	76	n/a	37	298	59	n/a
	Other:	4	44	0	n/a	2	16	0	n/a
	Apprenticeship & Trade	9	86	8	n/a	10	75	8	n/a
	Subtotal Institute Credit	**56**	**536**	**84**	**n/a**	**49**	**389**	**67**	**n/a**
	Industry Credit	**38**	**391**	**60**	**n/a**	**16**	**192**	**15**	**n/a**
	Subtotal Industry Credit	**38**	**391**	**60**	**n/a**	**16**	**192**	**15**	**n/a**
	Subtotal Credit	**94**	**927**	**144**	**n/a**	**65**	**581**	**82**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	2	25	0	n/a	7	53	0	n/a
	Community/Individual Non-Credit	18	110	117	n/a	18	35	179	n/a
	Personal Interest Non-Credit	0	0	0	n/a	1	0	21	n/a
	Subtotal Non-Credit	**20**	**135**	**117**	**n/a**	**26**	**88**	**200**	**n/a**
TOTAL SKILLS TRAINING		**114**	**1062**	**261**	**n/a**	**91**	**669**	**282**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	14	317	4	n/a	15	314	17	n/a
	Academic GED	2	19	35	n/a	8	69	68	n/a
	Subtotal BE Credit	**16**	**336**	**39**	**n/a**	**23**	**383**	**85**	**n/a**
	Basic Education Non-Credit								
	Literacy	18	296	391	n/a	15	31	743	n/a
	English Language Training	0	0	0	n/a	1	0	4	n/a
	Employability/Life Skills	26	434	0	n/a	11	197	0	n/a
	General Academic Studies	0	0	0	n/a	5	71	10	n/a
	Subtotal BE Non-Credit	**44**	**730**	**391**	**n/a**	**32**	**299**	**757**	**n/a**
TOTAL BASIC EDUCATION		**60**	**1066**	**430**	**n/a**	**55**	**682**	**842**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	3	24	2	n/a	4	36	67	n/a
	University of Saskatchewan	3	14	67	n/a	5	1	30	n/a
	Other:	1	0	9	n/a	1	1	3	n/a
TOTAL UNIVERSITY		**7**	**38**	**78**	**n/a**	**10**	**38**	**100**	**n/a**
TOTAL SERVICES		**3**	**0**	**30**	**n/a**	**3**	**0**	**27**	**n/a**
TOTAL PROGRAMS		**184**	**2166**	**799**	**n/a**	**159**	**1389**	**1251**	**n/a**

2001-2002 (2965 Students)



2002-2003 (2640 Students)

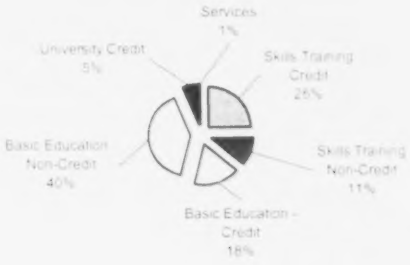
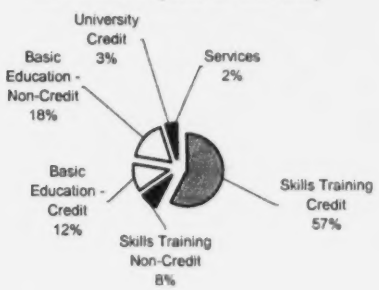


Table 4

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Western Region Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	Skills Training Credit								
	Institute Credit								
	SIAST	10	86	15	n/a	8	77	14	n/a
	Other:	2	22	0	n/a	0	0	0	n/a
	Apprenticeship & Trade	2	19	0	n/a	1	7	0	n/a
	Subtotal Institute Credit	**14**	**127**	**15**	n/a	**9**	**84**	**14**	n/a
	Industry Credit	15	218	22	n/a	4	71	0	n/a
	Subtotal Industry Credit	**15**	**218**	**22**	n/a	**4**	**71**	**0**	**n/a**
	Subtotal Credit	**29**	**345**	**37**	**n/a**	**13**	**155**	**14**	n/a
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	2	13	0	n/a
	Community/Individual Non-Credit	5	12	43	n/a	5	0	38	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**5**	**12**	**43**	n/a	**7**	**13**	**38**	n/a
TOTAL SKILLS TRAINING		**34**	**357**	**80**	n/a	**20**	**168**	**52**	**n/a**
BASIC EDUCATION	Basic Education Credit								
	Adult Education	4	81	1	n/a	5	86	1	n/a
	Academic GED	0	0	0	n/a	2	26	0	n/a
	Subtotal BE Credit	**4**	**81**	**1**	n/a	**7**	**112**	**1**	n/a
	Basic Education Non-Credit								
	Literacy	3	0	29	n/a	4	0	57	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	6	90	0	n/a	0	0	0	n/a
	General Academic Studies	0	0	0	n/a	2	22	10	n/a
	Subtotal BE Non-Credit	**9**	**90**	**29**	n/a	**6**	**22**	**67**	n/a
TOTAL BASIC EDUCATION		**13**	**171**	**30**	n/a	**13**	**134**	**68**	**n/a**
UNIVERSITY	University Credit								
	University of Regina	1	18	0	n/a	2	1	17	n/a
	University of Saskatchewan	1	0	2	n/a	2	0	17	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**2**	**18**	**2**	**n/a**	**4**	**1**	**34**	**n/a**
TOTAL SERVICES		**1**	**0**	**11**	**n/a**	**1**	**0**	**5**	**n/a**
TOTAL PROGRAMS		**50**	**546**	**123**	**n/a**	**38**	**303**	**159**	**n/a**

2001-2002 (669 Students)



2002-2003 (462 Students)

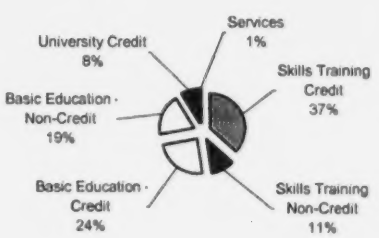
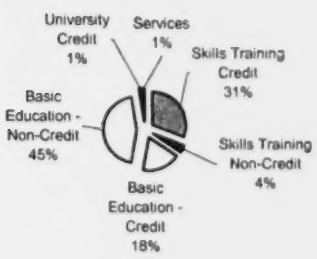


Table 5

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Eastern Region									
Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	11	118	16	n/a	11	91	2	n/a
	Other:	1	6	0	n/a	1	4	0	n/a
	Apprenticeship & Trade	2	25	0	n/a	3	31	0	n/a
	Subtotal Institute Credit	**14**	**149**	**16**	**n/a**	**15**	**126**	**2**	**n/a**
	Industry Credit	5	69	0	n/a	1	18	0	n/a
	Subtotal Industry Credit	**6**	**69**	**0**	**n/a**	**1**	**18**	**0**	**n/a**
	Subtotal Credit	**20**	**218**	**16**	**n/a**	**16**	**144**	**2**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	0	0	0	n/a
	Community/Individual Non-Credit	3	0	27	n/a	1	0	7	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**3**	**0**	**27**	**n/a**	**1**	**0**	**7**	**n/a**
TOTAL SKILLS TRAINING		**23**	**218**	**43**	**n/a**	**17**	**144**	**9**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	5	103	1	n/a	4	84	9	n/a
	Academic GED	1	0	35	n/a	5	43	52	n/a
	Subtotal BE Credit	**6**	**103**	**36**	**n/a**	**9**	**127**	**61**	**n/a**
	Basic Education Non-Credit								
	Literacy	5	0	208	n/a	1	22	0	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	8	133	0	n/a	3	48	0	n/a
	General Academic Studies	0	0	0	n/a	1	21	0	n/a
	Subtotal BE Non-Credit	**13**	**133**	**208**	**n/a**	**5**	**91**	**0**	**n/a**
TOTAL BASIC EDUCATION		**19**	**236**	**244**	**n/a**	**14**	**218**	**61**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	2	6	2	n/a	1	21	0	n/a
	University of Saskatchewan	1	0	1	n/a	2	1	2	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**3**	**6**	**3**	**n/a**	**3**	**22**	**2**	**n/a**
TOTAL SERVICES		**1**	**0**	**10**	**n/a**	**1**	**0**	**14**	**n/a**
TOTAL PROGRAMS		**46**	**460**	**300**	**n/a**	**35**	**384**	**86**	**n/a**

2001-2002 (760 Students)



2002-2003 (470 Students)

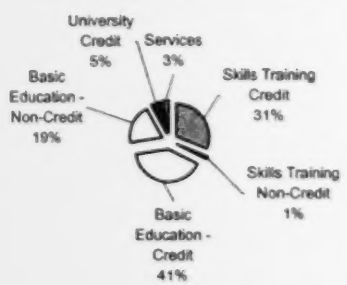
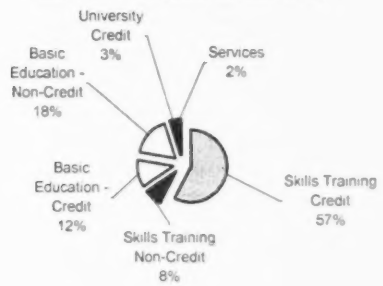


Table 4

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Western Region Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	10	86	15	n/a	8	77	14	n/a
	Other:	2	22	0	n/a	0	0	0	n/a
	Apprenticeship & Trade	2	19	0	n/a	1	7	0	n/a
	Subtotal Institute Credit	**14**	**127**	**15**	n/a	**9**	**84**	**14**	n/a
	Industry Credit	15	218	22	n/a	4	71	0	n/a
	Subtotal Industry Credit	**15**	**218**	**22**	n/a	**4**	**71**	**0**	**n/a**
	Subtotal Credit	**29**	**345**	**37**	**n/a**	**13**	**155**	**14**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	2	13	0	n/a
	Community/Individual Non-Credit	5	12	43	n/a	5	0	38	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**5**	**12**	**43**	**n/a**	**7**	**13**	**38**	**n/a**
TOTAL SKILLS TRAINING		**34**	**357**	**80**	n/a	**20**	**168**	**52**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	4	81	1	n/a	5	86	1	n/a
	Academic GED	0	0	0	n/a	2	26	0	n/a
	Subtotal BE Credit	**4**	**81**	**1**	**n/a**	**7**	**112**	**1**	**n/a**
	Basic Education Non-Credit								
	Literacy	3	0	29	n/a	4	0	57	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	6	90	0	n/a	0	0	0	n/a
	General Academic Studies	0	0	0	n/a	2	22	10	n/a
	Subtotal BE Non-Credit	**9**	**90**	**29**	**n/a**	**6**	**22**	**67**	**n/a**
TOTAL BASIC EDUCATION		**13**	**171**	**30**	n/a	**13**	**134**	**68**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	1	18	0	n/a	2	1	17	n/a
	University of Saskatchewan	1	0	2	n/a	2	0	17	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**2**	**18**	**2**	**n/a**	**4**	**1**	**34**	**n/a**
TOTAL SERVICES		**1**	**0**	**11**	**n/a**	**1**	**0**	**5**	**n/a**
TOTAL PROGRAMS		**50**	**546**	**123**	n/a	**38**	**303**	**159**	**n/a**

2001-2002 (669 Students)



2002-2003 (462 Students)

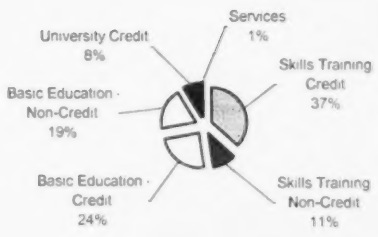
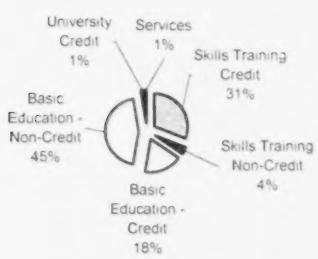


Table 5

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Eastern Region		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
Programs									
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	11	118	16	n/a	11	91	2	n/a
	Other:	1	6	0	n/a	1	4	0	n/a
	Apprenticeship & Trade	2	25	0	n/a	3	31	0	n/a
	Subtotal Institute Credit	**14**	**149**	**16**	**n/a**	**15**	**126**	**2**	**n/a**
	Industry Credit	6	69	0	n/a	1	18	0	n/a
	Subtotal Industry Credit	**6**	**69**	**0**	**n/a**	**1**	**18**	**0**	**n/a**
	Subtotal Credit	**20**	**218**	**16**	**n/a**	**16**	**144**	**2**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	0	0	0	n/a
	Community/Individual Non-Credit	3	0	27	n/a	1	0	7	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**3**	**0**	**27**	**n/a**	**1**	**0**	**7**	**n/a**
TOTAL SKILLS TRAINING		**23**	**218**	**43**	**n/a**	**17**	**144**	**9**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	5	103	1	n/a	4	84	9	n/a
	Academic GED	1	0	35	n/a	5	43	52	n/a
	Subtotal BE Credit	**6**	**103**	**36**	**n/a**	**9**	**127**	**61**	**n/a**
	Basic Education Non-Credit								
	Literacy	5	0	208	n/a	1	22	0	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	8	133	0	n/a	3	48	0	n/a
	General Academic Studies	0	0	0	n/a	1	21	0	n/a
	Subtotal BE Non-Credit	**13**	**133**	**208**	**n/a**	**5**	**91**	**0**	**n/a**
TOTAL BASIC EDUCATION		**19**	**236**	**244**	**n/a**	**14**	**218**	**61**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	2	6	2	n/a	1	21	0	n/a
	University of Saskatchewan	1	0	1	n/a	2	1	2	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**3**	**6**	**3**	**n/a**	**3**	**22**	**2**	**n/a**
TOTAL SERVICES		**1**	**0**	**10**	**n/a**	**1**	**0**	**14**	**n/a**
TOTAL PROGRAMS		**46**	**460**	**300**	**n/a**	**35**	**384**	**86**	**n/a**

2001-2002 (760 Students)



2002-2003 (470 Students)

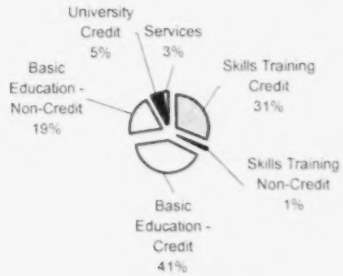
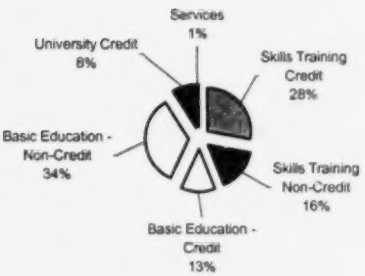


Table 6

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Central Region Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	Skills Training Credit								
	Institute Credit								
	SIAST	17	159	15	n/a	15	112	22	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
	Apprenticeship & Trade	4	42	0	n/a	5	37	0	n/a
	Subtotal Institute Credit	**21**	**201**	**15**	**n/a**	**20**	**149**	**22**	**n/a**
	Industry Credit	9	61	23	n/a	7	88	0	n/a
	Subtotal Industry Credit	**9**	**61**	**23**	**n/a**	**7**	**88**	**0**	**n/a**
	Subtotal Credit	30	262	38	n/a	27	237	22	n/a
	Skills Training Non-Credit								
	Industry Non-Credit	2	25	0	n/a	4	37	0	n/a
	Community/Individual Non-Credit	10	98	47	n/a	11	35	124	n/a
	Personal Interest Non-Credit	0	0	0	n/a	1	0	21	n/a
	Subtotal Non-Credit	12	123	47	n/a	16	72	145	n/a
TOTAL SKILLS TRAINING		**42**	**385**	**85**	**n/a**	**43**	**309**	**167**	**n/a**
BASIC EDUCATION	Basic Education Credit								
	Adult Education	4	114	2	n/a	4	108	7	n/a
	Academic GED	1	19	0	n/a	0	0	0	n/a
	Subtotal BE Credit	5	133	2	n/a	4	108	7	n/a
	Basic Education Non-Credit								
	Literacy	7	20	154	n/a	5	9	164	n/a
	English Language Training	0	0	0	n/a	1	0	4	n/a
	Employability/Life Skills	11	193	0	n/a	8	149	0	n/a
	General Academic Studies	0	0	0	n/a	2	28	0	n/a
	Subtotal BE Non-Credit	18	213	154	n/a	16	186	168	n/a
TOTAL BASIC EDUCATION		**23**	**346**	**156**	**n/a**	**20**	**294**	**175**	**n/a**
UNIVERSITY	University Credit								
	University of Regina	0	0	0	n/a	1	14	50	n/a
	University of Saskatchewan	1	14	64	n/a	1	0	11	n/a
	Other:	1	0	9	n/a	1	1	3	n/a
TOTAL UNIVERSITY		**2**	**14**	**73**	**n/a**	**3**	**15**	**64**	**n/a**
TOTAL SERVICES		**1**	**0**	**9**	**n/a**	**1**	**0**	**8**	**n/a**
TOTAL PROGRAMS		**68**	**745**	**323**	**n/a**	**67**	**618**	**414**	**n/a**

2001-2002 (1068 Students)



2002-2003 (1032 Students)

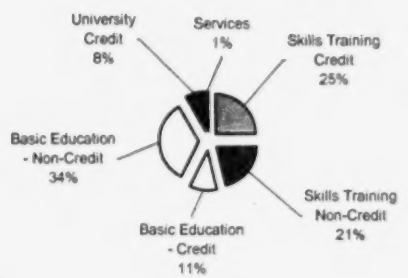
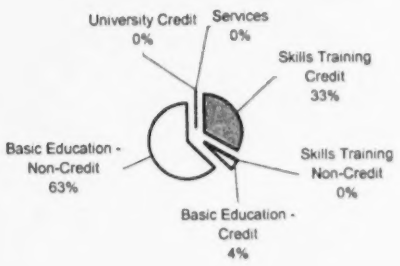


Table 7

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Athabasca Region									
Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	5	43	30	n/a	3	18	21	n/a
	Other:	1	16	0	n/a	1	12	0	n/a
	Apprenticeship & Trade	1	0	8	n/a	1	0	8	n/a
	Subtotal Institute Credit	**7**	**59**	**38**	**n/a**	**5**	**30**	**29**	**n/a**
	Industry Credit	5	43	15	n/a	4	15	15	n/a
	Subtotal Industry Credit	**8**	**43**	**15**	**n/a**	**4**	**15**	**15**	**n/a**
	Subtotal Credit	**15**	**102**	**53**	**n/a**	**9**	**45**	**44**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	1	3	0	n/a
	Community/Individual Non-Credit	0	0	0	n/a	1	0	10	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**0**	**0**	**0**	**n/a**	**2**	**3**	**10**	**n/a**
TOTAL SKILLS TRAINING		**15**	**102**	**53**	**n/a**	**11**	**48**	**54**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	1	19	0	n/a	2	36	0	n/a
	Academic GED	0	0	0	n/a	1	0	16	n/a
	Subtotal BE Credit	**1**	**19**	**0**	**n/a**	**3**	**36**	**16**	**n/a**
	Basic Education Non-Credit								
	Literacy	3	276	0	n/a	5	0	522	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	1	18	0	n/a	0	0	0	n/a
	General Academic Studies	0	0	0	n/a	0	0	0	n/a
	Subtotal BE Non-Credit	**4**	**294**	**0**	**n/a**	**5**	**0**	**522**	**n/a**
TOTAL BASIC EDUCATION		**5**	**313**	**0**	**n/a**	**8**	**36**	**538**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	0	0	0	n/a	0	0	0	n/a
	University of Saskatchewan	0	0	0	n/a	0	0	0	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**0**	**0**	**0**	**n/a**	**0**	**0**	**0**	**n/a**
TOTAL SERVICES		**0**	**0**	**0**	**n/a**	**0**	**0**	**0**	**n/a**
TOTAL PROGRAMS		**20**	**415**	**53**	**n/a**	**19**	**84**	**592**	**n/a**

2001-2002 (468 Sudents)



2002-2003 (676 Students)

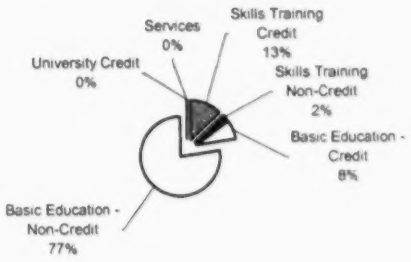
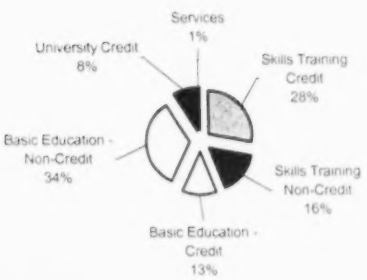


Table 6

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Central Region Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	17	159	15	n/a	15	112	22	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
	Apprenticeship & Trade	4	42	0	n/a	5	37	0	n/a
	Subtotal Institute Credit	**21**	**201**	**15**	**n/a**	**20**	**149**	**22**	**n/a**
	Industry Credit	9	61	23	n/a	7	88	0	n/a
	Subtotal Industry Credit	**9**	**61**	**23**	**n/a**	**7**	**88**	**0**	**n/a**
	Subtotal Credit	**30**	**262**	**38**	**n/a**	**27**	**237**	**22**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	2	25	0	n/a	4	37	0	n/a
	Community/Individual Non-Credit	10	98	47	n/a	11	35	124	n/a
	Personal Interest Non-Credit	0	0	0	n/a	1	0	21	n/a
	Subtotal Non-Credit	**12**	**123**	**47**	**n/a**	**16**	**72**	**145**	**n/a**
TOTAL SKILLS TRAINING		**42**	**385**	**85**	**n/a**	**43**	**309**	**167**	**n/a**
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	4	114	2	n/a	4	108	7	n/a
	Academic GED	1	19	0	n/a	0	0	0	n/a
	Subtotal BE Credit	**5**	**133**	**2**	**n/a**	**4**	**108**	**7**	**n/a**
	Basic Education Non-Credit								
	Literacy	7	20	154	n/a	5	9	164	n/a
	English Language Training	0	0	0	n/a	1	0	4	n/a
	Employability/Life Skills	11	193	0	n/a	8	149	0	n/a
	General Academic Studies	0	0	0	n/a	2	28	0	n/a
	Subtotal BE Non-Credit	**16**	**213**	**154**	**n/a**	**16**	**186**	**168**	**n/a**
TOTAL BASIC EDUCATION		**23**	**346**	**156**	**n/a**	**20**	**294**	**175**	**n/a**
UNIVERSITY	**University Credit**								
	University of Regina	0	0	0	n/a	1	14	50	n/a
	University of Saskatchewan	1	14	64	n/a	1	0	11	n/a
	Other:	1	0	9	n/a	1	1	3	n/a
TOTAL UNIVERSITY		**2**	**14**	**73**	**n/a**	**3**	**15**	**64**	**n/a**
TOTAL SERVICES		**1**	**0**	**9**	**n/a**	**1**	**0**	**8**	**n/a**
TOTAL PROGRAMS		**68**	**745**	**323**	**n/a**	**67**	**618**	**414**	**n/a**

2001-2002 (1068 Students)



2002-2003 (1032 Students)

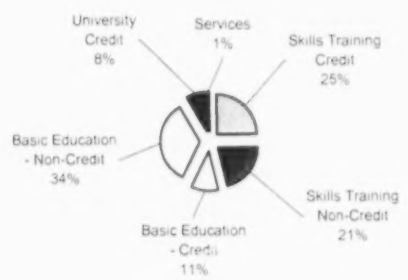
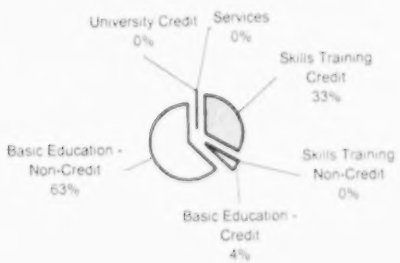


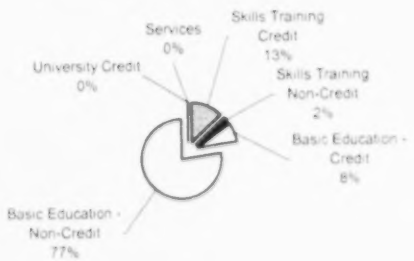
Table 7

Enrolment by Program Category		Actuals							
		2001 - 2002				2002 - 2003			
Athabasca Region Programs		Programs	Full-time	Part-time	FLE's	Programs	Full-time	Part-time	FLE's
SKILLS TRAINING	**Skills Training Credit**								
	Institute Credit								
	SIAST	5	43	30	n/a	3	18	21	n/a
	Other:	1	16	0	n/a	1	12	0	n/a
	Apprenticeship & Trade	1	0	8	n/a	1	0	8	n/a
	Subtotal Institute Credit	**7**	**59**	**38**	**n/a**	**5**	**30**	**29**	**n/a**
	Industry Credit	8	43	15	n/a	4	15	15	n/a
	Subtotal Industry Credit	**8**	**43**	**15**	**n/a**	**4**	**15**	**15**	**n/a**
	Subtotal Credit	**15**	**102**	**53**	**n/a**	**9**	**45**	**44**	**n/a**
	Skills Training Non-Credit								
	Industry Non-Credit	0	0	0	n/a	1	3	0	n/a
	Community/Individual Non-Credit	0	0	0	n/a	1	0	10	n/a
	Personal Interest Non-Credit	0	0	0	n/a	0	0	0	n/a
	Subtotal Non-Credit	**0**	**0**	**0**	**n/a**	**2**	**3**	**10**	**n/a**
TOTAL SKILLS TRAINING		15	102	53	n/a	11	48	54	n/a
BASIC EDUCATION	**Basic Education Credit**								
	Adult Education	1	19	0	n/a	2	36	0	n/a
	Academic GED	0	0	0	n/a	1	0	16	n/a
	Subtotal BE Credit	**1**	**19**	**0**	**n/a**	**3**	**36**	**16**	**n/a**
	Basic Education Non-Credit								
	Literacy	3	276	0	n/a	5	0	522	n/a
	English Language Training	0	0	0	n/a	0	0	0	n/a
	Employability/Life Skills	1	18	0	n/a	0	0	0	n/a
	General Academic Studies	0	0	0	n/a	0	0	0	n/a
	Subtotal BE Non-Credit	**4**	**294**	**0**	**n/a**	**5**	**0**	**522**	**n/a**
TOTAL BASIC EDUCATION		5	313	0	n/a	8	36	538	n/a
UNIVERSITY	**University Credit**								
	University of Regina	0	0	0	n/a	0	0	0	n/a
	University of Saskatchewan	0	0	0	n/a	0	0	0	n/a
	Other:	0	0	0	n/a	0	0	0	n/a
TOTAL UNIVERSITY		**0**	**0**	**0**	**n/a**	**0**	**0**	**0**	**n/a**
TOTAL SERVICES		**0**	**0**	**0**	**n/a**	**0**	**0**	**0**	**n/a**
TOTAL PROGRAMS		20	415	53	n/a	19	84	592	n/a

2001-2002 (468 Sudents)



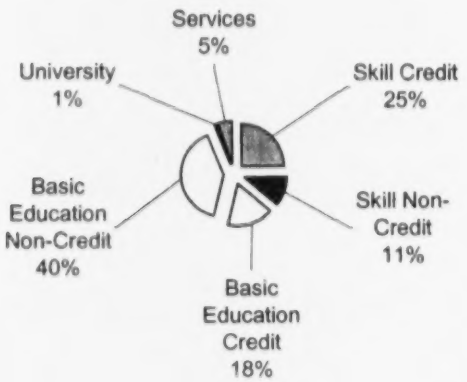
2002-2003 (676 Students)



Enrolment Breakdown by Program Category

Table 8

	Full-time	Part-time	Total
Skill Credit	581	82	**663**
Skill Non-Credit	88	200	**288**
Basic Education Credit	383	85	**468**
Basic Education Non-Credit	299	757	**1056**
University	38	100	**138**
Services	0	27	**27**
Totals	**1389**	**1251**	**2640**



Enrolment Breakdown by Region

Table 9

	Western	Eastern	Central	Athabasca	Total
Skill Credit	169	146	259	89	**663**
Skill Non-Credit	51	7	217	13	**288**
Basic Education Credit	113	188	115	52	**468**
Basic Education Non-Credit	89	91	354	522	**1056**
University	35	24	79	0	**138**
Services	5	14	8	0	**27**
Totals	**462**	**470**	**1032**	**676**	**2640**

Table 10

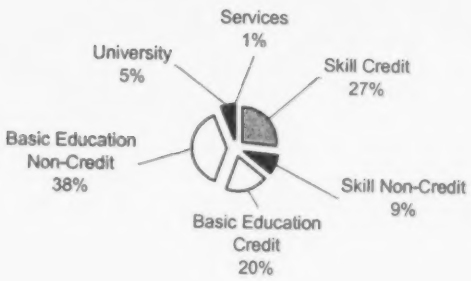
Equity Participation Enrolments		Actuals															
		2001 - 2002								2002 - 2003							
Northlands Roll-up		Aboriginal		Visible Minority		Disability		Total Enrolment		Aboriginal		Visible Minority		Disability		Total Enrolment	
Programs		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Skills Training	Skills Training - Credit																
	Institute Credit																
	SIAST	377	53	2	0	2	1	406	76	283	44	2	1	2	0	298	59
	Other:	44	0	0	0	1	0	44	0	16	0	0	0	0	0	16	0
	Apprenticeship & Trade	75	8	0	0	1	0	86	8	67	7	0	0	1	0	75	8
	Subtotal Institute Credit	**496**	**61**	**2**	**0**	**4**	**1**	**536**	**84**	**366**	**51**	**2**	**1**	**3**	**0**	**389**	**67**
	Industry Credit	[illegible]															
	Subtotal Credit	859	104	2	1	12	3	927	144	532	59	2	1	5	0	561	82
	Skills Training Non-Credit																
	Industry Non-Credit	25	0	0	0	0	0	25	0	52	0	0	0	2	0	53	0
	Community/Individual Non-Credit	92	44	0	2	2	2	110	117	27	109	0	5	0	6	35	179
	Personal Interest Non-Credit	0	0	0	0	0	0	0	0	0	8	0	2	0	0	0	21
	Subtotal Non-Credit	117	44	0	2	2	2	135	117	79	117	0	7	2	6	88	200
Total Skills Training		976	148	2	3	14	5	1062	261	611	176	2	8	7	6	669	282
Basic Education	Basic Education Credit																
	Adult Education	311	4	1	0	6	0	317	4	296	14	1	0	3	1	314	17
	Academic GED	19	30	0	0	0	1	19	35	83	47	0	0	0	1	69	68
	Subtotal BE Credit	330	34	1	0	6	1	336	39	379	61	1	0	3	2	383	85
	Basic Education Non-Credit																
	Literacy	148	389	1	3	7	7	296	391	30	562	0	6	2	11	31	743
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4
	Employability/Life Skills	419	0	0	0	8	0	434	0	194	0	0	0	6	0	197	0
	General Academic Studies	0	0	0	0	0	0	0	0	57	9	0	0	0	0	71	10
	Subtotal BE Non-Credit	567	389	1	3	15	7	730	391	281	571	0	7	8	11	299	757
Total Basic Education		897	423	2	3	21	8	1066	430	660	632	1	7	11	13	682	842
University	University Credit																
	University of Regina	24	0	0	0	0	0	24	2	34	56	0	1	0	2	36	67
	University of Saskatchewan	11	45	0	0	1	2	14	67	0	25	0	0	1	0	1	30
	Other:	0	9	0	0	0	0	0	9	0	0	0	0	0	0	1	3
Total University		35	54	0	0	1	2	38	78	34	81	0	1	1	2	38	100
Total Services		0	25	0	0	0	0	0	30	0	22	0	0	0	0	0	27
Total Programs		1908	650	4	6	36	15	2166	799	1305	911	3	16	19	21	1389	1251

Table 10

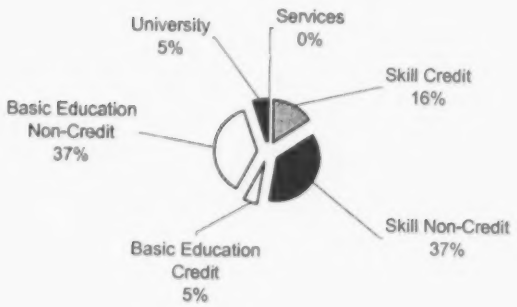
Equity Participation Enrolments		Actuals															
		2001 - 2002								2002 - 2003							
Northlands Roll-up		Aboriginal		Visibile Minority		Disability		Total Enrolment		Aboriginal		Visibile Minority		Disability		Total Enrolment	
Programs		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Skills Training	**Skills Training - Credit**																
	Institute Credit																
	SIAST	377	53	2	0	2	1	406	76	283	44	2	1	2	0	293	59
	Other:	44	0	0	0	1	0	44	0	16	0	0	0	0	0	16	0
	Apprenticeship & Trade	75	8	0	0	1	0	86	8	67	7	0	0	1	0	75	8
	Subtotal Institute Credit	496	61	2	0	4	1	536	84	366	51	2	1	3	0	383	67
	Industry Credit	363	43	0	1	8	2	391	60	166	8	0	0	2	0	192	15
	Subtotal Credit	859	104	2	1	12	3	927	144	532	90	2	1	5	0	575	82
	Skills Training Non-Credit																
	Industry Non-Credit	25	0	0	0	0	0	25	0	52	0	0	0	2	0	53	0
	Community/Individual Non-Credit	92	44	0	2	2	2	110	117	27	109	0	5	0	6	35	179
	Personal Interest Non-Credit	0	0	0	0	0	0	0	0	0	8	0	2	0	0	0	21
	Subtotal Non-Credit	117	44	0	2	2	2	135	117	79	117	0	7	2	6	88	200
Total Skills Training		976	148	2	3	14	5	1062	261	611	176	2	8	7	6	669	282
Basic Education	**Basic Education Credit**																
	Adult Education	311	4	1	0	6	0	317	4	296	14	1	0	3	1	314	17
	Academic GED	19	30	0	0	0	1	19	35	83	47	0	0	0	1	69	68
	Subtotal BE Credit	330	34	1	0	6	1	336	39	379	61	1	0	3	2	383	85
	Basic Education Non-Credit																
	Literacy	148	389	1	3	7	7	266	391	30	562	0	6	2	11	31	743
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4
	Employability/Life Skills	419	0	0	0	8	0	434	0	194	0	0	0	6	0	197	0
	General Academic Studies	0	0	0	0	0	0	0	0	57	9	0	0	0	0	71	10
	Subtotal BE Non-Credit	567	389	1	3	15	7	700	391	281	571	0	7	8	11	299	757
Total Basic Education		897	423	2	3	21	8	1066	430	660	632	1	7	11	13	682	842
University	**University Credit**																
	University of Regina	24	0	0	0	0	0	24	2	34	56	0	1	0	2	36	67
	University of Saskatchewan	11	45	0	0	1	2	14	67	0	25	0	0	1	0	1	30
	Other:	0	9	0	0	0	0	0	9	0	0	0	0	0	0	1	3
Total University		35	54	0	0	1	2	38	78	34	81	0	1	1	2	38	100
Total Services		0	25	0	0	0	0	0	30	0	22	0	0	0	0	0	27
Total Programs		1908	650	4	6	36	15	2166	799	1305	911	3	16	19	21	1389	1251

Equity Participation

Aboriginal (2216 Students)



Visible Minority (19 Students)



Disability (40 students)

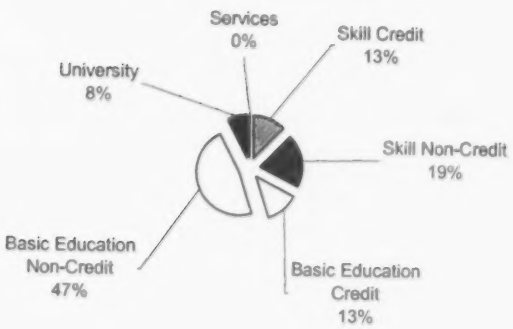


Table 11

Student Success		Actuals															
		2001-2002								2002-2003							
Northlands Roll Up		Total Enrolment		Completed Total		Employed Total		Further Training		Total Enrolment		Completed Total		Employed Total		Further Training	
Programs		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Skill Training	Skills Training - Credit																
	Institute Credit																
	SIAST	406	76	333	63	91	25	50	0	298	59	165	44	70	7	14	1
	Other:	44	0	33	0	16	0	3	0	16	0	14	0	12	0	1	0
	Apprenticeship & Trade	86	8	71	8	41	4	1	0	75	8	57	6	37	4	0	0
	Subtotal Institute Credit	**536**	**84**	**437**	**71**	**148**	**29**	**54**	**0**	**389**	**67**	**236**	**50**	**119**	**11**	**15**	**1**
	Industry Credit																
	Subtotal Credit	**927**	**144**	**787**	**129**	**243**	**59**	**80**	**4**	**581**	**82**	**420**	**65**	**185**	**17**	**27**	**2**
Total Skills Training		**927**	**144**	**787**	**129**	**243**	**59**	**80**	**4**	**581**	**82**	**420**	**65**	**185**	**17**	**27**	**2**
Basic Education	Basic Education Credit																
	Adult Education	317	4	196	2	23	0	117	1	314	17	190	10	29	4	88	2
	Academic GED	19	35	15	35	0	6	6	13	69	68	54	60	9	21	14	12
Total Basic Education		**336**	**39**	**211**	**37**	**23**	**6**	**123**	**14**	**383**	**85**	**244**	**70**	**38**	**25**	**102**	**14**
University	University Credit																
	University of Regina	24	2	18	2	0	0	0	0	36	67	35	62	0	0	0	0
	University of Saskatchewan	14	67	12	65	0	0	0	0	1	30	1	18	0	0	0	0
	Other:	0	9	0	7	0	0	0	0	1	3	1	3	0	0	0	0
Total University		**38**	**78**	**30**	**74**	**0**	**0**	**0**	**0**	**38**	**100**	**37**	**83**	**0**	**0**	**0**	**0**
Total Programs		**1301**	**261**	**1028**	**240**	**266**	**65**	**203**	**18**	**1002**	**267**	**701**	**218**	**223**	**42**	**129**	**16**

Note: No Follow Up stats are available for University Programming

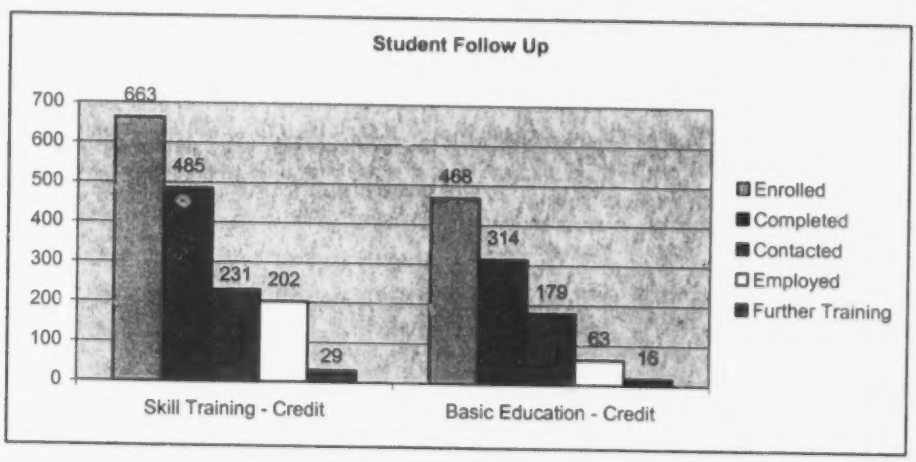
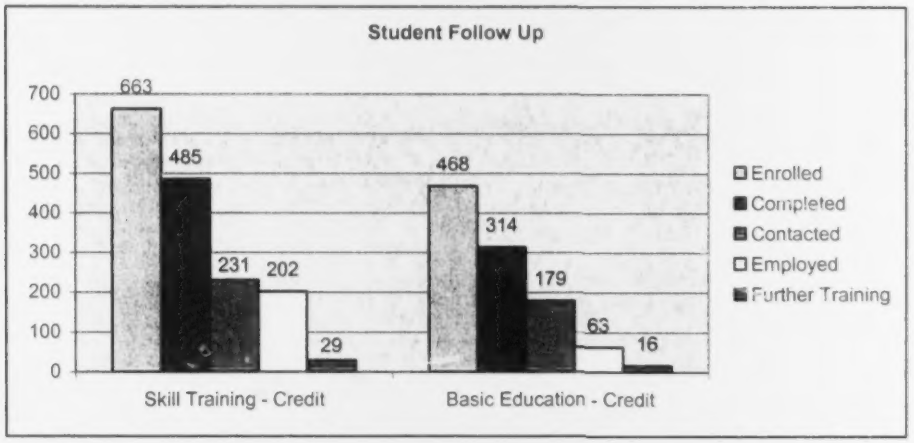


Table 11

Student Success		Actuals															
		2001-2002								2002-2003							
Northlands Roll Up		Total Enrolment		Completed Total		Employed Total		Further Training		Total Enrolment		Completed Total		Employed Total		Further Training	
Programs		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Skill Training	**Skills Training - Credit**																
	Institute Credit																
	SIAST	406	76	333	63	91	25	50	0	298	59	165	44	70	7	14	1
	Other:	44	0	33	0	16	0	3	0	16	0	14	0	12	0	1	0
	Apprenticeship & Trade	86	8	71	8	41	4	1	0	75	8	57	6	37	4	0	0
	Subtotal Institute Credit	**536**	**84**	**437**	**71**	**148**	**29**	**54**	**0**	**389**	**67**	**236**	**50**	**119**	**11**	**15**	**1**
	Industry Credit	391	60	350	58	95	30	26	4	192	15	184	15	66	6	12	1
	Subtotal Credit	**927**	**144**	**787**	**129**	**243**	**59**	**80**	**4**	**581**	**82**	**420**	**65**	**185**	**17**	**27**	**2**
Total Skills Training		**927**	**144**	**787**	**129**	**243**	**59**	**80**	**4**	**581**	**82**	**420**	**65**	**185**	**17**	**27**	**2**
Basic Education	**Basic Education Credit**																
	Adult Education	317	4	196	2	23	0	117	1	314	17	190	10	29	4	88	2
	Academic GED	19	35	15	35	0	6	6	13	69	68	54	60	9	21	14	12
Total Basic Education		**336**	**39**	**211**	**37**	**23**	**6**	**123**	**14**	**383**	**85**	**244**	**70**	**38**	**25**	**102**	**14**
University	**University Credit**																
	University of Regina	24	2	18	2	0	0	0	0	36	67	35	62	0	0	0	0
	University of Saskatchewan	14	67	12	65	0	0	0	0	1	30	1	18	0	0	0	0
	Other:	0	9	0	7	0	0	0	0	1	3	1	3	0	0	0	0
Total University		**38**	**78**	**30**	**74**	**0**	**0**	**0**	**0**	**38**	**100**	**37**	**83**	**0**	**0**	**0**	**0**
Total Programs		**1301**	**261**	**1028**	**240**	**266**	**65**	**203**	**18**	**1002**	**267**	**701**	**218**	**223**	**42**	**129**	**16**

Note: No Follow Up stats are available for University Programming



College Staff for 2002-2003

Administration

Bill McLaughlin	***Chief Executive Officer***
Gail Walker	***Director of Finance and Administration***
Denise D'Amour	***Director of Program Management***
Jo-Anne Lennard	***Executive Assistant***
Calla Gordon	***HR/Employment Equity Officer***
Kelly Armstrong	Accounts Payable Clerk (pt)/Payroll Clerk
Joan Bogard	General Accounting Clerk
Dave Brewster	Administration Receptionist
Valerie Bush	HR Clerk (pt)
Raeanne Cameron	Administrative Assistant
Charlene Charles	Accounts Payable Clerk (pt)/Payroll Clerk
Erin Charles	SIS Clerk (pt)
Cherise Chrispen	Payroll Clerk
Nelda Chychrun	Accounts Payable Clerk
Barb Froese	Accounts Receivable Clerk
Joanne Hoeft	Registrar
Bebe Ivanochko	Literacy Coordinator
Karen Kilgour	Registration Clerk
Angie McKenzie	Administration Receptionist
	Accounts Payable Clerk
Don Meek	Information Technology Coordinator
Carson Poitras	Northern Apprenticeship Coordinator
Shelly Young	Accountant

Western Region

Joe Daigneault	***Regional Director***
Denise Bartley	Program Centre Clerk 4
Mike Blackmon	Instructor-Adult 12
Michele Bonneau	Senior Coordinator
Lisa Bouchard	Clerk 2 (pt)
Kenny Bouchard	Security Guard (pt)
Steven Charles	Senior Coordinator
Alice Chartier	Security Guard
Dominique Chartier	Security Guard
Donna Clarke	Kitchen Supervisor
Janie Desjarlais	Tutor
Rose Desjarlais	Housekeeper
Andrew Douglas	Senior Coordinator
Joanne Fiddler	Regional Academic Tutor
Linda Fiddler	Instructor-Developmental Studies III
Georgina Glasser	Cook
Tracey LaPrise	Instructor-Developmental Studies II
Noel Lemaigre	Instructor-Pre-employment Welding
Rita Lowenburg	Instructor-Developmental Studies I
Barry Janusas	Instructor-Recreation & Leisure Management
Casey Jones	CanSask Program Coordinator
Shelly MacDonald	PTA Clerk (pt)
Rebecca McCallum	Security Guard
Rita McCallum	Literacy Facilitator
Bev McLean	Instructor-Developmental Studies III
Gary Meginbir	Instructor-Adult 12
Bill Millard	Instructor-Office Education
	Instructor-Recreation & Leisure Management
Lucy Montgrand	Student Advisor
Cecelia Opekokew	Instructor-GED Preparation
Louise Pederson	Counsellor
Jolene Roy	Instructor-Developmental Studies III
	Instructor-GED Preparation
Pat Smith	Instructor-Adult 12
Robert Thompson	Instructor-Developmental Studies III
Terry Trottier	Instructor-Pre-employment Carpentry
Ray Walter	Academic Facilitator
Louise Wolverine	Program Centre Clerk 4

Central / Athabasca Region

Peter Mayotte	***Regional Director***
Cynthia Armstrong	Instructor-Home Care/Special Care Aide
Caroline Beatty	Instructor-Stepping Stones
Lulua Beatty	Instructor-Stepping Stones (2 programs)
Ron Beatty	Instructor-Radiation\Environmental Monitoring Technician
Lena Bell	Program Assistant
Dave Brewster	Instructor-Stepping Stones
Valerie Bush	PTA Clerk
Lorraine Bunyan	Instructor-Adult 12
Larry Benning	Instructor-Stepping Stones
Waldo Berg	Instructor-Workplace Education
Ken Carriere	Instructor-Literacy Distance Education/ GED Preparation
Elizabeth Charles	Program Centre Clerk 4
Gareth Cook	Instructor-Developmental Studies II
Geoff Cowan	Instructor-Adult 12
Linda Cowan	Senior Coordinator
Linda Crawford	Counsellor
Judy Fiddler	Instructor-Stepping Stones
Linda Fiddler	Instructor-Orientation to Child Day Care
Lawrence Finlayson	Literacy Facilitator
Roxanne Fisher	Program Assistant
Kelly Haydukewich	Instructor-Adult 12
Jan Herringer	Assessment Counsellor
Karen Kilgour	Program Centre Clerk 3
Wes Kolosky	Senior Coordinator
Catherine Langdon	Instructor-Developmental Studies III
Donita Lohnes	Senior Coordinator
Rita Lowenburg	Instructor-Office Education
Stew Mayotte	Senior Coordinator
Chandra McDougald	Instructor-Radiation/Environmental Monitoring Technician
Flora McKay	Student Advisor
Dennis McLeod	Instructor-Developmental Studies II & III
Nancy Mirasty	Distance Education Tutor
Urbain Morelli	Distance Education Tutor
Hugh Munro	Senior Coordinator
Keith Olsen	Instructor-Carpentry Level 1&2
	Instructor-Carpentry Level 3
Cheryl Patterson	Instructor-Developmental Studies I
Vivian Phelps	Instructor-Workplace Education
Glenys Plunz	University Coordinator
Carson Poitras	Instructor-Institutional Cooking
Roy Reid	Instructor-Developmental Studies III
Lloyd Robertson	Instructor-Learner Assistance and Development
Daniel Roy	Instructor-Developmental Studies III
Kelly Shea	Instructor-Pre-employment Electrical
Judy Studer	Program Assistant
Carol Sweet	Instructor-Stepping Stones
Sam Uhl	Instructor-Computers
Julie VanVliet	Instructor-Developmental Studies III
Ellen Waters	Instructor-Licensed Practical Nursing
Scott Weisner	Instructor-Intro to Small Motor Repair
Lutz Wesseler	Instructor-Workplace Education
Dave Wight	Instructor-Mechanical Apprentice Level Prep

Eastern Region

Ordean Goulet	***Regional Director***
Maxine Armstrong	Instructor-Adult 12
Paul J Ballentyne	Senior Coordinator

Eastern Region (continued)

Lorene Bonnett	Senior Coordinator
Sean Bray	Instructor-Bridging to Adult 12
Gloria Brown	Janitor
Terri-Lynn Conley	Instructor-Adult 12
Lois Coutts	Counsellor
Clem Dolter	Instructor-Developmental Studies III
Cheryl Eastman	Program Centre Clerk 4
Gillian Goodman	Residence Custodian
Patricia Grant-Bloxom	Student Advisor
Pamela Huntley	Instructor-Cosmetology
George Inkster	Instructor-Stepping Stones
Marilyn Iwasyk	Distance Education Tutor
Jason Kennedy	Instructor-GED Preparation
	Instructor-Developmental Studies III
Harvey Knight	Instructor-GED Preparation
Marie Leefe	Residence Custodian
June Markham	PTA Clerk
Laurel Madarash	Instructor-Cosmetology
Lorraine McIntosh	Instructor-Learner Assistance and Development
Anne Mercer	Instructor-GED Preparation
	Instructor-Developmental Studies III
Norman Michell	Instructor-Home Maintenance and Repair
Penelope Morrisette	PTA Clerk / Program Centre Clerk 4
Raileen Oulette	Instructor-Cosmetology
Tiffany Pickell	SCN/Building Attendant
Fern Playford	Program Assistant
Donna Prall	Program Centre Clerk 4
Roy Reid	Instructor-Bridging to Employment
Andrew Sewap	Instructor-Log Home Building
Mary Stewart	Instructor-Developmental Studies I / Literacy
Bonnie Tait	Instructor-Developmental Studies III
	Instructor-GED Preparation
Sam Voisey	Instructor-Stepping Stones
	Instructor-Home Maintenance & Repair
Darlene Watson	Student Advisor
John Watson	Instructor-Carpentry Level 2

Employment Equity Program – 2002-2003 Executive Summary

At the inception of the Employment Equity Program in 1995 an overall objective and subsequent goals were set toward developing a College workforce reflective of the percentage of the four designated groups within the College's northern service region. At this time, the reflective workforce percentages used were 70% persons of Aboriginal ancestry, 9.7% persons with disabilities, 45% participation rate of women, and 2.6% visible minorities. With this objective in mind, three primary goals were established. Its short-term goal was to maximize recruitment within the first eight years. The mid-term goal was to attain 50% of the equity levels represented in northern Saskatchewan within an eight to ten-year period. The long-term goal was to develop a workforce 100% reflective of the designated groups in the population within the College's service region within a fifteen to twenty-year period.

In the 2002-2003 fiscal year, the College entered into its eighth year since the inception of the Plan. In regard to this time frame, this interim report is intended to reflect College statistics in relation to the Plan's mid-term goal and give a description of significant activities in its overall implementation.

Workforce Data In the 2002-2003 fiscal year, there was 147 staff employed at Northlands College. Out of the total 147 College staff, 22 positions had supervisory responsibility. These supervisory positions included senior out of scope management (S Oo S), out of scope managers (M Oo S), and in scope supervisory positions (Crd 8, Crd 7, and Cnslr 7). The number of equity candidates in each of these occupational groups was:

Workforce Analysis of Supervisory Staff
Reporting Year End June 30, 2003

OCC Group	#	Female		Aboriginal Ancestry				Disabilities				Visible Minority			
		#	%	F	M	T	%	F	M	T	%	F	M	T	%
S OoS	1.0	0.0	0%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
M OoS	6.0	4.0	67%	2.0	2.0	4.0	67%	1.0	0.0	1.0	17%	0.0	0.0	0.0	0%
Crd.8	10.0	4.0	40%	1.0	3.0	4.0	40%	1.0	2.0	3.0	30%	0.0	0.0	0.0	0%
Crd.7	2.0	2.0	100%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%	1.0	0.0	1.0	50%
Cnslr 7	3.0	3.0	100%	1.0	0.0	1.0	33%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Total	**22.0**	**13.0**	**59%**	**4.0**	**5.0**	**9.0**	**41%**	**2.0**	**2.0**	**4.0**	**18%**	**1.0**	**0.0**	**1.0**	**5%**

F = Female M = Male T = Total

Specifically in the supervisory occupational groups, the fiscal year end 2002-2003 statistics reflect that the College surpassed its 50% mid-term goal within the Plan's first eight years in all four equity categories: women, persons of Aboriginal ancestry, persons with disabilities, and visible minorities. During this time, the supervisory staff consisted of 59% women, which is 36.5% greater than the 22.5% mid-term goal, 41% persons of Aboriginal ancestry, which is 6% greater than the 35% mid-term goal, 18% persons with disabilities, which is 13.15% greater than the 4.85% mid-term goal, and 5% visible minorities, which is 3.7% greater than the 1.3% mid-term goal. Over the long-term, the College will continue to strive to maintain and increase recruitment within this occupational group.

In addition to Senior Management, Middle Management, and Supervisory positions, the total staff further consists of occupational groups, or employees within occupational groups, with no supervisory responsibility, i.e. clerical out of scope (C OoS), instructors (Instr), and level 1, 2, 3, 4, 5, 6 and three level 7 staff. The number of equity candidates in each of these occupational groups is included in table 2:

Workforce Analysis of Non-Supervisory Staff
Reporting Year End June 30, 2003

OCC Group	#	Female		Aboriginal Ancestry				Disabilities				Visible Minority			
		#	%	F	M	T	%	F	M	T	%	F	M	T	%
S OoS	1.0	1.0	100%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Level 7	3.0	1.0	33%	0.0	2.0	2.0	66%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Level 6	5.0	4.0	80%	2.0	1.0	3.0	60%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Level 5	9.0	9.0	100%	8.0	0.0	8.0	89%	1.0	0.0	1.0	13%	0.0	0.0	0.0	0%
Level 4	11.0	11.0	100%	7.0	0.0	7.0	64%	1.0	0.0	1.0	9%	0.0	0.0	0.0	0%
Level 3	8.0	7.0	88%	4.0	0.0	4.0	50%	1.0	0.0	1.0	13%	0.0	0.0	0.0	0%
Level 2	7.0	7.0	100%	5.0	0.0	5.0	71%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Level 1	9.0	7.0	78%	3.0	2.0	5.0	56%	0.0	0.0	0.0	0%	0.0	0.0	0.0	0%
Instr	72.0	33.0	46%	14.0	15.0	29.0	38%	1.0	1.0	2.0	3%	0.0	1.0	1.0	1%
Total	**125.0**	**80.0**	**64%**	**43.0**	**20.0**	**63.0**	**50%**	**4.0**	**1.0**	**5.0**	**4%**	**0.0**	**1.0**	**1.0**	**1%**

Specifically in the non-supervisory occupational groups, the fiscal year end 2002-2003 statistics reflect that the College surpassed its 50% mid-term goal within the Plan's first eight years in two equity categories, women and persons of Aboriginal ancestry. In these two categories, non-supervisory staff consisted of 64% women, which is 41.5% greater than the 22.5% mid-term goal, and 50% persons of Aboriginal ancestry, which is 15% greater than the 35% mid-term goal. In the two remaining equity categories, persons with disabilities and visible minorities, the mid-term goal was unmet in the first year of the mid-term period. In these two equity categories, there were 4% persons with disabilities, which is .85% less than the 4.85% mid-term goal, and 1% visible minorities, which is .3% less than the 1.3% mid-term goal. During the mid-term period, the College will focus its efforts to meet, maintain, and increase equity recruitment within these occupational groups.

A combination of table 1 and table 2 give a complete overview of the College's total supervisory and non-supervisory staff in the Plan's eighth year, as of June 30, 2003 is:

		Aboriginal Ancestry		Disabilities		Women		Visible Minority	
Year	Total	Staff	%	Staff	%	Staff	%	Staff	%
2002-2003	147	72	49%	9	6%	93	63%	2	1%

Overall, the College's total 2002-2003 fiscal year end statistics reflect that the College surpassed its 50% mid-term goal within the Plan's first eight years in three of the four equity categories: women, persons of Aboriginal ancestry, and persons with disabilities. Specifically, in the 2002-2003 fiscal year, the College's workforce consisted of 63% women, which is 40.5% greater than the 22.5% mid-term goal, 49% of persons of Aboriginal ancestry, which is 14% greater than the 35% mid-term goal, and 6% persons with disabilities, which is 1.15% greater than the 4.85% mid-term goal. However, more effort is required in the recruitment area in relation to visible minorities, since, at 1%, this category is .3% short of the mid-term goal. In consideration of this information, College equity initiatives in the three-year mid-term period will need to give more focus to increasing the representative workforce in terms of visible minorities, while still maintaining and increasing recruitment in the other three groups.

Additionally, the College intends to maintain and increase equity recruitment beyond its initial goals, especially in the persons of Aboriginal ancestry category. In this way, the College is endeavouring to accurately represent the increase in northern Saskatchewan's Aboriginal working population, which increased from 70% in 1995 to 81% in 2001. Despite fluctuating equity factors and an increase in recruitment efforts, the goals established at the Plan's inception remain the same, as does the measure of Northlands College's progress.

Northlands College
Financial Statements
Year Ended June 30, 2003

Northlands College
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Myers Norris Penny LLP. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Administration

MEYERS NORRIS PENNY LLP

AUDITORS' REPORT

To: The Directors of Northlands College

We have audited the statement of financial position of Northlands College as at June 30, 2003 and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these financial statements for the Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2003 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Meyers Norris Penny LLP

Chartered Accountants
Prince Albert, Saskatchewan
August 31, 2003

CHARTERED ACCOUNTANTS & BUSINESS ADVISORS
25 - 11TH ST. E., PRINCE ALBERT, SK S6V 0Z8
PH: (306) 764-6873 FAX (306) 763-0766

Statement 1

Northlands College
Statement of Financial Position
as at June 30, 2003

	2003			2002
	Operating	Capital	Total	Total
Assets				
Current Assets				
Cash	$ 3,206,186	$ -	$ 3,206,186	$ 2,960,759
Accounts receivable (note 3)	990,065	-	990,065	807,040
Prepaid expenses	43,346	-	43,346	35,304
	4,239,598	-	4,239,598	3,803,103
Non-current Assets				
Capital Assets (note 4)	-	2,608,288	2,608,288	2,230,945
	$ 4,239,598	$ 2,608,288	$ 6,847,886	$ 6,034,048
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 478,280	$ -	$ 478,280	$ 642,198
Accounts payable & accrued liabilities (note 5)	768,844	-	768,844	459,363
Unearned revenue (note 6)	1,556,204	-	1,556,204	1,257,560
	2,803,328	-	2,803,328	2,359,121
Net Assets				
Invested in capital assets	-	2,608,288	2,608,288	2,230,945
Restricted (note 7)	822,289	-	822,289	889,045
Unrestricted	613,981	-	613,981	554,937
	1,436,270	2,608,288	4,044,558	3,674,927
	$ 4,239,598	$ 2,608,288	$ 6,847,886	$ 6,034,048

On behalf of the Board:

Director

Director/CFO

See accompanying notes to financial statements

Statement 2

Northlands College
Statement of Operations
for the year ended June 30, 2003

	2003 Budget (Note 8)	2003 Operating	2002	2003 Capital	2002	2003 Total	2002 Total
Revenues (Schedule 1)							
Provincial government	$ 8,417,556	$ 8,527,022	$ 8,820,111	$ 591,467	$ -	$ 9,118,489	$ 8,820,111
Federal government	60,000	65,380	958,381	-	-	65,380	958,381
Other revenue	3,182,880	3,722,730	2,678,900	-	-	3,722,730	2,678,900
Total revenues	11,660,436	12,315,132	12,457,392	591,467	-	12,906,599	12,457,392
Expenses (Schedule 2)							
Agency Contracts	2,556,756	2,526,820	3,305,187	-	-	2,526,820	3,305,187
Amortization	333,103	-	-	363,279	305,950	363,279	305,950
Equipment	261,144	280,621	202,825	-	-	280,621	202,825
Facilities	1,173,370	1,156,524	781,447	-	-	1,156,524	781,447
Information Technology	98,041	112,744	-	-	-	112,744	-
Operating (Schedule 3)	1,737,724	1,758,070	2,119,639	-	-	1,758,070	2,119,639
Personal services	6,237,644	6,338,910	5,928,168	-	-	6,338,910	5,928,168
Total expenses	12,397,782	12,173,689	12,337,266	363,279	305,950	12,536,968	12,643,216
Excess(Deficiency) of revenues over expenses	$ (737,346)	$ 141,443	$ 120,126	$ 228,188	$ (305,950)	$ 369,631	$ (185,824)

See accompanying notes to financial statements

Statement 3

Northlands College
Statement of Changes in Net Assets
for the year ended June 30, 2003

	2003				2002
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
Excess(Deficiency) of revenue over expenses	$ -	$ -	$ -	**$ -**	$ (185,824)
Net assets, beginning of year	2,230,945	889,045	554,937	**3,674,927**	3,860,751
Interfund transfers:					
Invested in capital assets	149,155	(257,972)	108,817	-	-
Unrestricted	-	-	-	-	-
Externally imposed restrictions	-	-	-	-	-
Internally imposed restrictions	-	191,215	(191,215)	-	-
Net assets, end of year	$ 2,380,100	$ 822,288	$ 472,539	**$ 3,674,927**	$ 3,674,927

Restricted details: (note 7)

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted				
	-	-	-	-
	-	-	-	-
Internally Restricted				
Capital Equipment Purchase Reserve	25,000	-	17,700	7,300
Building Capital Reserve	200,000	50,000	-	250,000
Building Maintenance Reserve	145,250	50,000	73,500	121,750
Information Technology Reserve	119,830	-	46,675	73,155
Training and Education Reserve	398,965	91,215	120,097	370,083
	889,045	191,215	257,972	822,288
Total Restricted	$ 889,045	$ 191,215	$ 257,972	$ 822,288

See accompanying notes to financial statements

Statement 4

Northlands College
Statement of Cash Flows
for the year ended June 30, 2003

	2003	2002
Cash flows (Deficiency) from operating activities		
Excess of revenues over expenses	$ -	$ (185,824)
Amortization of capital assets	-	305,950
	-	120,126
Changes in non-cash working capital		
(Increase) in accounts receivable	(245,427)	(122,594)
(Increase) in prepaid expenses	(183,025)	(4,250)
(Decrease) in accrued salaries and benefits	-	26,768
Increase in accounts payable and accrued liabilites	(163,918)	160,038
Increase in unearned revenue	309,481	226,951
Cash provided from operating activities	(282,888)	407,039
Cash flows from investing activities		
Purchase of capital assets	(740,623)	(335,886)
Cash used in investing activities	(740,623)	(335,886)
Net increase (decrease) in cash and cash equivelants	(1,023,511)	71,153
Cash and cash equivelants, beginning of year	2,960,759	2,889,606
Cash and cash equivelants, end of year	$ 1,937,248	$ 2,960,759

See accompanying notes to financial statements

Schedule 1

Northlands College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2003

	2003								2003	2003 Budget (Note 8)	2002
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Saskatchewan Learning											
Operating grant	$ 3,290,930	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,290,930	$ 3,724,644	$ 3,876,381
Program payments	274,480	2,263,502	153,061	898,639	647,768	-	243,136	85,576	4,566,162	3,880,752	4,729,314
Other	561,022	-	-	-	-	-	-	-	561,022	812,160	214,416
	4,126,432	2,263,502	153,061	898,639	647,768	-	243,136	85,576	8,418,114	8,417,556	8,820,111
Other Provincial	-	58,425	-	14,744	35,739	-	-	-	108,908	-	-
	4,126,432	2,321,927	153,061	913,383	683,507	-	243,136	85,576	8,527,022	8,417,556	8,820,111
Federal Government											
Admin recovery	3,824	-	-	-	-	-	-	-	3,824	6,000	125,187
Seat purchases	-	-	-	-	-	-	-	-	-	-	744,817
Projects	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	61,556	-	-	-	61,556	54,000	88,377
	3,824	-	-	-	61,556	-	-	-	65,380	60,000	958,381
Other Revenue											
Admin recovery	232,340	-	-	-	941	-	-	-	233,281	230,986	105,346
Contracts	12,777	467,219	21,809	219,852	364,153	200,067	100,769	-	1,386,646	1,600,853	794,399
Interest	99,795	-	-	-	-	-	-	-	99,795	150,000	107,899
Rents	28,000	-	-	13,726	2,459	11,023	141,316	-	196,524	92,906	190,077
Resale items	1,000	112,258	348	2,552	589	25,702	-	-	142,479	85,842	129,180
Tuitions	-	432,937	17,305	270,169	58,130	56,579	-	-	835,120	455,972	545,740
Other	672,040	71,747	-	430	19,229	37,937	27,502	-	828,885	566,317	806,259
	1,045,952	1,084,191	39,462	506,729	445,501	331,308	269,587	-	3,722,730	3,182,880	2,678,900
Total revenue	5,176,208	3,406,118	192,523	1,420,112	1,190,564	331,308	512,723	85,576	12,315,132	11,660,436	12,457,392
Total operating expenses (Schedule 2)	3,697,023	3,449,129	191,941	1,412,669	1,200,764	520,358	1,084,427	617,378	12,173,689	12,064,679	12,337,266
Excess (deficiency) of revenues over expenses	$ 1,479,185	$ (43,011)	$ 582	$ 7,443	$ (10,200)	$ (189,050)	$ (571,704)	$ (531,802)	$ 141,443	$ (404,243)	$ 120,126

See accompanying notes to financial statements

Schedule 2

Northlands College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2003

	2003								2003	2003 Budget (Note 8)	2002
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	**Total**	Total	Total
Agency Contracts	$ 115,773	$ 1,738,814	$ 119,170	$ 100,712	$ 119,196	$ 222,216	$ 91,874	$ 19,065	**$ 2,526,820**	$ 2,556,756	3,305,187
Equipment	102,857	63,941	5,270	30,682	20,929	17,328	16,226	23,388	**280,621**	261,144	202,825
Facilities	476,327	149,030	250	139,666	47,551	27,786	298,739	17,175	**1,156,524**	1,173,370	781,447
Information Technology	78,552	20,356	-	2,987	3,739	1,107	6,003	-	**112,744**	98,041	-
Operating (Schedule 3)	544,949	654,846	16,606	156,563	182,604	71,537	96,349	34,615	**1,758,070**	1,737,724	2,119,639
Personal services	2,378,565	822,142	50,644	982,059	826,744	180,384	575,236	523,135	**6,338,910**	6,237,644	5,928,168
	$ 3,697,023	$ 3,449,129	$ 191,941	$ 1,412,669	$ 1,200,764	$ 520,358	$ 1,084,427	$ 617,378	**$ 12,173,689**	$ 12,064,679	12,337,266
			$ 3,641,070		$ 2,613,433			$ 1,701,805			

Schedule 3

Northlands College
Schedule of Operating Expenses
for the year ended June 30, 2003

	2003	2003 Budget (Note 8)	2002
	Total	Total	Total
Advertising	**$ 97,744**	$ 83,383	$ 101,862
Association Fees & Dues	**10,671**	14,172	11,185
Bad Debts	**(716)**	23,383	(3,105)
Financial Services	**450**	281	182
In-Service	**30,368**	45,968	8,828
Insurance	**69,695**	53,577	52,061
Materials & Supplies	**465,048**	549,764	431,990
Printing & Copying	**95,495**	90,499	85,085
Professional Services	**16,630**	15,040	15,110
Resale Items	**146,193**	143,970	123,826
Subscriptions	**4,873**	5,919	7,723
Telephone/Fax	**105,982**	134,596	109,787
Travel	**607,527**	459,791	550,220
Other	**108,110**	117,382	624,885
	$ 1,758,070	$ 1,737,724	$ 2,119,639

See accompanying notes to financial statements

Northlands College

Notes to the Financial Statements
June 30, 2003

1. PURPOSE AND AUTHORITY

Northlands College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocational training to meet the needs of regional constituents and industry. Northlands College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund
The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long-term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course of instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution.

Capital assets are amortized on a straight-line basis over their estimated useful lives and is reported as an expense in the capital fund as follows:

Buildings	10 to 20 years
Furniture and equipment	3 to 10 years
Leasehold improvements	Term of lease or useful life

d) Cash and Cash Equivalents

Cash and cash equivalents are represented by cash on hand and balances with banks.

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2003 $	2002 $
Saskatchewan Learning	$ 65,491	$ 164,232
Other	924,574	642,808
	$ 990,065	$ 807,040

4. CAPITAL ASSETS

	Cost $	Accumulated Amortization $	2003 Net Book Value $	2002 Net Book Value $
Land	37,359	-	37,359	11,504
Buildings	3,983,731	1,894,424	2,089,307	1,840,966
Furnishings & Equipment	1,173,368	1,036,871	136,497	156,270
Leasehold Improvements	444,092	98,967	345,125	222,205
	$ 5,638,550	$ 3,030,262	$ 2,608,288	$ 2,230,945

5. ACCOUNTS PAYABLE & ACCRUED LIABILITIES

Accounts payable are composed of the following:

	2003 $	2002 $
Government of Saskatchewan – other	86,635	109,353
Federal Government	127,542	-
Other	554,667	350,010
	$ 768,844	$ 459,363

6. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2003 $	2002 $
Saskatchewan Learning	$ 1,157,236	$ 1,017,050
Federal Government	10,472	46,921
Other	388,496	193,289
	$ 1,556,204	$ 1,257,560

7. RESTRICTIONS ON NET ASSETS

The Board of Directors of Northlands College have placed internal restrictions on $822,289 (2002 – $889,045) of unrestricted net assets to be used for various purposes as indicated on Statement 3.

External restrictions have not been placed on net assets used by Northlands College.

8. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 16, 2002. The Minister approved the budget on June 28, 2002.

9. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2003	2002
SaskTel	$ 105,418	$ 107,524
SaskPower and SaskEnergy	63,000	60,288
Saskatchewan Property Management Corporation	543,789	589,149
University of Regina	25,617	33,114
University of Saskatchewan	25,734	8,454
	$ 763,558	$ 798,529

The College receives long distance telephone service between major centres from SaskTel, a related party, at reduced rates available to government agencies.

The College brokers course programs from Saskatchewan Institute of Applied Science and Technology (SIAST) based on negotiated rates. The amount expended during the year amounted to $1,119,521. As at year-end, $540 (2002 – $180) was receivable from and $86,634 (2002 - $40,197) was payable to SIAST.

10. FINANCIAL INSTRUMENTS

The College's significant financial instruments consist of accounts receivable, accounts payable, and accrued benefits.

a) The carrying amount of cash and temporary investments, accounts receivable, accounts payable and accrued benefits approximate fair value due to the short-term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing or certainly of future cash flows.

b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivable are from the provincial and federal government, therefore, credit risk is minimal.

11. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in a defined benefit plan, either the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission or the Saskatchewan Teachers' Retirement Plan (STRP) which is administered by the Saskatchewan Teachers' Federation. The College has no financial obligation to TSP or STRP. Eligible employees contribute to TSP or STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the financial obligations of the TSP. All other employees participate through the Municipal Employees Pension Plan (MEPP), which is a multi-employer defined benefit plan. Pension expense for the year amounted to $175,849 (2002 - $163,777).

12. LEASE AGREEMENTS

The College is currently leasing certain land and buildings under leases that expire at various dates to May 1, 2024. Annual rentals under the leases for each of the next five years are as follows:

2004	-	$375,126
2005	-	$375,126
2006	-	$375,126
2007	-	$375,126
2008	-	$375,126

13. MEASUREMENT UNCERTAINTY

The preparation of financial statements in accordance with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amount of revenues and expenses during the reported period. These estimates are reviewed periodically, and, as adjustments become necessary, they are reported in earnings in the period in which they become known.

14. COMPARATIVE INFORMATION

Certain 2002 balances have been reclassified to conform with the current year's presentation

15. FOUNDATION

Northlands College established a charitable foundation called "Northlands College Foundation Scholarship Incorporated" for the purpose of advancing education by recognizing student scholastic achievement through the provision of scholarships. The foundation will be operational in 2003-04.

Comparison of Stated Financial Objectives and Performance:

The College is dependent on a high level of partnerships to sustain its programming activity and realized an increase in revenues as a result of partnership activity that was higher than predicted. At the same time, there were less than expected expensed in some programming areas. The net effect of this combination was an overall surplus in operations instead of the predicted deficit.

The College realized its objective of expanding training opportunities through the expansion of existing partnerships or the establishment of new ones (for example, the Bachelor of Social Work in Creighton in partnership with Peter Ballantyne Cree Nation and the First Nations University of Canada.) The College realized contractual revenue from partners of $2,380,919 as compared to the 2000/01 baseline of $1,508,698.

Use of Reserve Funds in College Operations:

The College maintains five reserves funded through Board allocations from unappropriated surplus

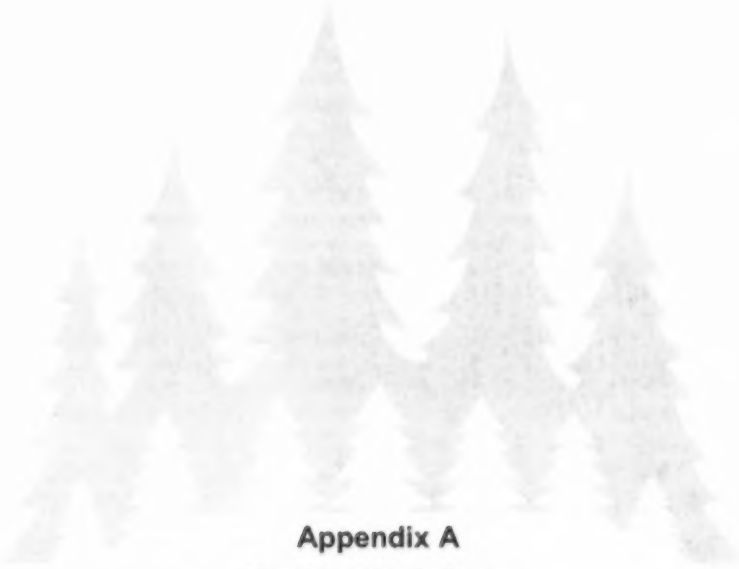
1) Capital Equipment Purchase Reserve:
purpose: for the purchase of capital equipment as defined under the Regional Colleges' Capital Asset Policy. For example, this reserve would be the source of funds for replacement of commercial kitchen equipment at the Student Residence in Buffalo Narrows.
Given past experience, the Board reduced the balance from $25,000 to $15,000 by transferring $10,000 to the Training and Education Reserve.

2) Building Capital Reserve:
purpose: the College's contribution to the Creighton capital construction project. The Board allocated an additional $50,000 to the reserve, increasing the balance to $250,000. This reserve will be fully depleted in 2003/2004 as capital construction proceeds.

3) Building Maintenance Reserve:
purpose: building maintenance beyond the operational repair and maintenance budgets. The College owns a significant amount of real property (La Ronge Program Centre, Air Ronge Administration, Air Ronge Shops, Stony Rapids classroom and staff residence, La Loche staff residence, Buffalo Narrows Student Residence and the Creighton Learning Centre) and this reserve is designed to provide a source of funds to undertake non-capital, capital projects or the College's contribution towards capital projects funded by Saskatchewan Learning. The College's Capital Plan will drive the size of this reserve; but, given past experience, it is maintained minimally at $150,000. In 2002/03, this reserve funded renovations in Air Ronge for the construction of administrative offices and contributed to the renovations in Creighton funded by Saskatchewan Learning.

4) Information Technology Reserve:
purpose: for the purchase of computer equipment as defined under the Regional Colleges' Capital Asset Policy. This reserve is designed for the cyclical replacement of capital computer equipment (student computer labs, administration network peripherals and computers). Non-capital computer equipment, software and data communications (CNET lines) are funded through operational budgets. In 2002/03, administrative networks and the student labs in Buffalo Narrows and La Ronge were upgraded.

5) Training and Education Reserve:
purpose: to provide funds for programming activity where other program funds are not available or there is a great demand for a particular type of programming. In 2002/03, this reserve provided funds for Literacy, Water Waste/Water Management, on-line course development and the regional University program in Buffalo Narrows. Providing this reserve is a top priority for the Board; however, the size of this reserve is dependent on the availability of unappropriated reserves.



Appendix A

Northlands College
Student Statistics
Yearend 2003

APPENDIX A

Skill Training

Program	Location	Dates	No. of Weeks	Total Enrolment P/T	Total Enrolment F/T	Student Weeks	Discontinued P/T	Discontinued F/T	Completion P/T	Completion F/T	Completion Percentage
SKILLS - INSTITUTE CREDIT											
SIAST FULL-TIME											
Basic Computer Applications	Buffalo Narrows	Sep. 26/02 - Dec. 20/02	12	12		144	4		8		67
Business Planning	Cumberland House	Nov. 18/02 - Feb. 21/03	12	13		156	6		7		54
Business Planning	Pelican Narrows	Apr. 22/02 - Jul. 19/02	3	9		27			9		100
Computer Works	Buffalo Narrows	Mar. 31/03 - Jun. 27/03	12	7		84	1		6		86
Eco Tourism	Pinehouse	Apr. 15/02 - Nov. 15/02	13	8		104	3		5		63
Home Care/Special Care Aide	La Ronge	Jan. 9/02 - Aug. 20/02	7	8		56			8		100
Home Care/Special Care Aide	La Ronge	Oct. 15/02 - Jun. 4/03	30	11		330	2		9		82
Home Maintenance & Repair	Creighton	Apr. 22/02 - Jul. 31/02	4	7		28	1		6		86
Home Maintenance & Repair	Cumberland House	Jan. 20/03 - May 9/03	14	12		168	3		9		75
Home Maintenance & Repair*	Sandy Bay	Jun. 9/03 - Aug. 29/03	3	11		33			11		100
Log Home Construction	Denare Beach	Feb. 10/03 - Jun. 13/03	13	10		130	6		4		40
Log Home Construction*	Pelican Narrows	May 20/03 - Aug. 12/03	6	11		66	1		10		91
Mechanical Harvesting Operator	Granite Lake	Aug. 19/02 - Oct. 10/02	6	10		60	1		9		90
Office Education	La Ronge	Sep. 9/02 - Jun. 25/03	36	14	3	660	4		10	3	76
Orientation To Daycare	La Ronge	Sep. 25/02 - Nov. 6/02	6	8		48			8		100
Orientation To Daycare	Pinehouse	Jun. 10/02 - Jul. 19/02	3	12		36			12		100
Post Peeling Training	Granite Lake	Feb. 3/03 - Mar. 28/03	8	8		64	1		7		88
Practical Nursing	La Loche	Apr. 02/02 - Jun. 29/03	43	7		301	4		3		43
Practical Nursing	La Ronge	Oct. 9/01 - Dec. 20/02	24	8	1	204	2		6	1	78
Practical Nursing*	La Ronge	Mar. 10/03 - Jun. 4/04	16	8		128			8		100
Pre-Employment Carpentry	Buffalo Narrows	Sep. 3/02 - Jun. 27/03	40	11		440	6		5		45
Pre-Employment Electrical	La Ronge	Nov. 4/02 - May 16/03	28	10		280			10		100
Pre-Employment Welding*	La Loche	Sep. 3/02 - Aug. 29/03	40	11		440	2		9		82
Radiation Environmental Monitoring Tech*	La Ronge	Sep. 23/02 - Oct. 31/03	31	12		372	2		10		83
Recreation & Leisure Management*	Buffalo Narrows	Sep. 17/01 - May 31/04	37	11		407	2		9		82
Recreation & Leisure Management*	Buffalo Narrows	Jan. 20/03 - Dec. 23/05	22	18		396	1		17		94
School Bus Driver	Wollaston	Mar. 4/03 - Mar. 21/03	3	7		21	1		6		86
Truck Driver - 1A	La Ronge	Sep. 6/02 - Oct. 4/02	4	1		4			1		100
Truck Driver - 1A	La Ronge	Jul. 2/02 - Aug. 27/02	8	2		16	1		1		80
Truck Driver - 1A	La Ronge	Apr. 28/03 - Jun. 13/03	7	9		63	1		8		89
SIAST Full-time Subtotal	**Programs 30**		**490**	**286**	**4**	**5165**	**55**	**0**	**231**	**4**	**81**
SIAST PART-TIME											
Business - Certificate	Creighton	Apr. 24/03 - Jun. 30/03	14		1	7				1	100
Business - Certificate	Sandy Bay	Jan. 13/03 - Apr. 22/03	14		1	7				1	100
Home Care/Special Care Aide*	La Loche	May 10/03 - Nov. 8/03	2		14	14				14	100
Pre-Employment Industrial Mechanic	Rabbit Lake	Oct. 4/02 - Jun. 20/03	38	11		418	4		7		64
Raisebore Operation	McArthur River Mine	Jul. 2/02 - Jun. 30/03	47		21	494		1		20	95
Sask. Housing Management - Module 3	La Ronge	Sep. 10/02 - Sep. 12/02	1		6	3				6	100
SCN-SIAST - Business - Certificate	La Ronge	Sep. 3/02 - Jun. 30/03	39	1	12	273				13	100
SIAST Part-time Subtotal	**Programs 7**		**155**	**12**	**55**	**1216**	**4**	**1**	**7**	**55**	**93**
OTHER FULL TIME											
Business Administration - Year 2	Pelican Narrows	Oct. 18/01 - Nov. 8/02	12	4		48			4		100
Nurses Aide	Stony Rapids	May 26/03 - Jun. 27/03	5	12		60	2		10		83
Other Full Time Subtotal	**Programs 2**		**17**	**16**	**0**	**108**	**2**	**0**	**14**	**0**	**88**

*Program weeks to June 30/03

Skill Training

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
SKILLS INDUSTRY CREDIT											
Bus Driver - Class 2	La Ronge	Sep. 24/02 - Sep. 25/02	0	2		0			2		100
Crew Unit Leader	Buffalo Narrows	May 12/03 - May 18/03	1	19		19			19		100
Crew Unit Leader	Buffalo Narrows	Jun. 2/03 - Jun. 8/03	1	19		19	4		15		79
Firefighter Training	Pinehouse	Juy. 22/02 - Juy. 26/02	1	23		23			23		100
Fireline Supervision	Buffalo Narrows	May 21/03 - May 23/03	1	16		16			16		100
First Aid/CPR Instructor	La Ronge	Jun. 6/03 - Jun. 13/03	2	5		10			5		100
Refrigeration Engineer	McArthur River Mine	Jan. 6/03 - Jun. 30/03	2		8	8				8	100
Security Guard Training	Cluff Lake	May 27/03 - Jun. 1/03	1	6		6			6		100
Security Guard Training	McLean Lake	Nov. 1/02 - Nov. 5/02	1		7	4				7	100
Standard First Aid/CPR	La Ronge	Apr. 12/03 - Apr. 14/03	1	15		15			15		100
Structural Fire Management	Weyakwin	Oct. 19/02 - Oct. 27/02	1	7		7			7		100
Type 2 Firefighting	Cumberland House	Jun. 2/03 - Jun. 27/03	3	18		54			18		100
Type 2 Firefighting	Pinehouse	May 12/03 - May 22/03	2	14		28			14		100
Water and Wastewater Management	Buffalo Narrows	Oct. 21/02 - Dec. 20/02	6	17		102	4		13		76
Water Treatment & Distribution - Level 2	La Ronge	Sep. 16/02 - Sep. 20/02	1	22		22			22		100
Water-Wastewater - Level 1	McLean Lake	Oct. 8/02 - Oct. 11/02	1	9		9			9		100
Skills Industry Credit Subtotal	**Programs 16**		**25**	**192**	**15**	**342**	**8**	**0**	**184**	**15**	**96**
APPRENTICESHIP & TRADE											
Carpentry - Level 1	La Loche	Dec. 10/01 - Juy. 5/02	1	7		7			7		100
Carpentry - Level 1	Stony Rapids	Apr. 2/02 - Nov. 29/02	21		8	84		2		6	75
Carpentry - Level 1	La Ronge	Nov. 4/02 - Jan. 31/03	11	5		55	1		4		80
Carpentry - Level 2	Pelican Narrows	Feb. 10/03 - May 2/03	12	6		72	1		5		83
Carpentry - Level 2	La Ronge	Nov. 4/02 - Jan. 31/03	11	3		33			3		100
Carpentry - Level 3	La Ronge	Feb. 10/03 - Apr. 25/03	11	12		132	1		11		92
Cosmetology	Creighton	Mar. 4/02 - Apr. 11/03	30	10		300			10		100
Heavy Duty Mechanics	Creighton	Nov. 4/02 - Jun. 30/03	31	15		465	6		9		60
Hospitality Training*	La Ronge	May 16/03 - Sep. 12/03	6	4		24			4		100
Institutional Cooking	La Ronge	Oct. 15/02 - Mar. 28/03	22	13		286	5		8		62
Apprenticeship & Trade Subtotal	**Programs 10**		**158**	**75**	**8**	**1458**	**14**	**2**	**61**	**6**	**81**
SKILLS - INDUSTRY NON-CREDIT											
Camp Cook	Stanley Mission	May 1/03 - May 22/03	3	12		36			12		100
Construction Laborer	Stanley Mission	Juy. 2/02 - Aug. 16/02	10	8		80	3		6		75
Conventional Harvesting	Buffalo Narrows	Aug. 5/02 - Nov. 1/02	13	6		78			6		100
Journeyman Carpentry Exam Prep	La Ronge	Sep. 30/02 - Oct. 25/02	3	4		12			4		100
Log Home Construction	Dillon	Aug. 8/02 - Nov. 8/02	13	7		91			7		100
Manager/Supervisor Training	La Ronge	Feb. 11/03 - May 15/03	1	13		13			13		100
Mechanical Apprentice Level Preparation	McClean Lake	Sep. 13/02 - Oct. 22/02	11	3	0	33			3		100
Skills - Industry Non-Credit Subtotal	**Programs 7**		**54**	**53**	**0**	**343**	**3**	**0**	**51**	**0**	**96**
COMMUNITY/INDIVIDUAL NON-CREDIT											
Computer Literacy	Cole Bay	May 5/03 - Jun. 12/03	2		15	15		1		14	93
Ed to Go	Buffalo Narrows	Oct. 16/02 - Jan. 16/03	1		1	1				1	100

Community/Individual Non-Credit continued next page.

*Program weeks to June 30/03

Skill Training

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
COMMUNITY/INDIVIDUAL NON-CREDIT Continued											
Basic Computer/First Aid	La Ronge	Nov. 4/02 - Nov. 13/02	1		16	8				16	100
Board Training	La Ronge	Jun. 19/03 - Jun. 20/03	0	23		0			23		100
Bookkeeping From A Shoebox	Wollaston	Mar. 3/03 - Mar. 7/03	1		10	5			10		100
Ed To Go	Creighton	Jul. 2/02 - Jun. 30/03	15		7	53				7	100
Ed to Go	La Ronge	Oct. 16/02 - Jun. 30/03	34		14	238		2		12	86
Introduction to Small Motor Repair	Stanley Mission	Oct. 7/02 - Feb. 14/02	17	12		204	3		9		75
Introduction to Word	Buffalo Narrows	Jan. 27/03 - Feb. 12/03	1		8	4				8	100
Management Skills - Module 1	Buffalo Narrows	Mar. 17/03 - Mar. 18/03	0		7	0				7	100
Microsoft Access	La Ronge	Mar. 24/03 - Apr. 14/03	1		15	8	1			14	93
Microsoft Excel	Buffalo Narrows	Mar. 3/03 - Mar. 19/03	1		7	4				7	100
Microsoft Excel	La Ronge	Feb. 5/03 - Feb. 26/03	1		16	8				16	100
Microsoft Power Point 2000	La Ronge	Mar. 12/03 - Mar. 19/03	0		15	0				15	100
Microsoft Word	La Ronge	Jan. 16/03 - Feb 13/03	1		15	8				15	100
Proposal Writing Workshop	La Ronge	Feb. 26/03 - Feb. 26/03	0		7	0				7	100
Simply Accounting	La Ronge	Apr. 28/03 - May 14/03	1		12	6				11	92
Simply Accounting	La Ronge	May 28/03 - Jun. 16/03	1		14	7				14	100
Community/Individual Non-Credit Subtotal	**Programs 18**		**78**	**35**	**179**	**569**	**4**	**3**	**42**	**164**	**96**
PERSONAL INTEREST-NON-CREDIT											
Introduction to CPS	La Ronge	Apr. 14/03 - May 3/03	0		21	0				21	100
Personal Interest - Non Credit Subtotal	**Programs 1**		**0**	**0**	**21**	**0**	**0**	**0**	**0**	**21**	**100**

Basic Education

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
BASIC EDUCATION CREDIT											
Adult 12	Beauval	Jan. 7/03 - Jun. 18/03	23	13		299	1		12		92
Adult 12/Pre Technologies	Buffalo Narrows	Aug. 26/02 - Jun. 24/03	39	29	1	1151	17		12		40
Adult 12/Pre-Technologies	Creighton	Aug. 26/02 - Jun. 24/03	39	22	9	1034	13	2	9	7	52
Adult 12/Pre-Technologies	La Ronge	Aug. 26/02 - Jun. 24/03	39	63	7	2594	20	5	43	2	64
Developmental Studies - Phase 3	Green Lake	Nov. 25/02 - Jun. 18/03	27	13		351	5		8		62
Developmental Studies - Phase 3	La Loche	Sep. 16/02 - Apr. 8/03	27	15		405	5		10		67
Developmental Studies - Phase 3	Turnor Lake	Sep. 25/02 - Jun. 24/03	32	16		512	4		12		75
Developmental Studies - Phase 3	Creighton	Sep. 9/02 - Apr. 4/03	28	21		588	12		9		43
Developmental Studies - Phase 3	Deschambault	Aug. 26/02 - May 28/03	30	20		600	17		3		15
Developmental Studies - Phase 3	Pelican Narrows	Sep. 16/02 - Apr. 11/03	28	21		588	6		15		71
Developmental Studies - Phase 3	La Ronge	Sep. 9/02 - Mar. 28/03	27	20		540	6		14		70
Developmental Studies - Phase 3	Pinehouse	Oct.7/02 - Jun. 12/03	32	18		576	3		15		83
Developmental Studies - Phase 3	Weyakwin	Nov. 19/02 - Jun. 5/03	26	7		182			7		100
Developmental Studies - Phase 3	Fond du Lac	Oct.7/02 - May 28/03	28	17		476	4		13		76
Developmental Studies - Phase 3	Stony Rapids	Oct.15/02 - May 28/03	28	19		532	11		8		42
BE Credit Subtotal	**Programs 15**		**453**	**314**	**17**	**10428**	**124**	**7**	**190**	**9**	**60**

Program weeks to June 30/03

Basic Education

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
Basic Education Credit											
ACADEMIC GED											
GED Preparation	Cole Bay	Mar. 21/03 - May 23/03	10	12		120	3		9		75
GED Preparation	La Loche	Apr. 14/03 - Jun. 27/03	10	14		140	3		11		79
GED Preparation	Stony Rapids	Oct. 1/02 - May 29/03	4		16	32		8		8	50
GED Preparation	Pelican Narrows	Mar. 17/03 - May 30/03	6	15		120	6		9		60
GED Preparation	Creighton	Apr. 14/03 - May 9/03	4	4		16	1		3		75
GED Preparation	Sandy Bay	Jan. 20/03 - Mar. 19/03	9	14		126	2		12		86
GED Preparation	Sturgeon Landing	Mar. 13/03 - Jun. 6/03	12	10		120			10		100
GED/ Career Prep	Creighton	Oct. 16/02 - Jun. 12/03	9		52	234				52	100
Academic GED Subtotal	**Programs 8**		**66**	**69**	**68**	**908**	**15**	**8**	**54**	**60**	**83**
BASIC EDUCATION NON-CREDIT											
GENERAL ACADEMIC STUDIES											
Bridging to Adult 12	Cumberland House	Feb. 14/03 - Jun. 30/03	19	21		399	14		7		33
Developmental Studies - Phase 2	Buffalo Narrows	Aug. 27/02 - May 16/03	34	22		748	5		17		77
Developmental Studies - Phase 2	Weyakwin	Nov. 19/02 - Jun. 5/03	26	8		208			8		100
Developmental Studies - Phase 2	La Ronge	Jan. 13/03 - Jun. 13/03	21	20		420	6		14		70
Technical Preparation	Buffalo Narrows	Mar. 21/03 - May 22/03	2		10	10		3		7	70
General Academic Studies Subtotal	**Programs 5**		**102**	**71**	**10**	**1785**	**25**	**3**	**46**	**7**	**65**
LITERACY											
Developmental Studies - Phase 1/Literacy	Sandy Bay	Sep. 23/02 - Jan. 31/03	17	22		374	6			16	73
Family Literacy	La Ronge	Dec. 2/02 - Apr. 26/03	4		32	64		1		31	97
Literacy	Buffalo Narrows	Sep. 5/02 - Mar. 14/03	21		19	200				19	100
Literacy	La Ronge	Sep. 19/02 - May 9/03	30		36	540				11	31
Literacy 5 - 8	La Ronge	Oct. 18/02 - Dec. 20/02	9	9		81	3		6		67
Northern Literacy Network	La Ronge	Nov. 12/02 - May 26/03	2		73	73		1		72	99
PALS	La Ronge	Sep. 3/02 - May 30/03	35		23	403		12		11	48
Parent & Child Partners for Life	Buffalo Narrows	Nov. 28/02 - May 1/03	1		23	12				23	100
Parent & Children Learning Together	Dillon	Jan. 8/03 - Feb. 14/03	1		7	4				7	100
Workplace Education	Key Lake	Jan. 4/02 - Dec.31/02	24		103	1236		2		101	98
Workplace Education	Key Lake	Jan. 6/03 - Jun. 30/03	25		103	1288		6		97	94
Workplace Education	McArthur River	Aug. 1/02 - Dec. 31/02	20		110	1100		1		109	99
Workplace Education	McArthur River	Jan. 6/03 - Jun. 30/03	25		131	1638				131	100
Workplace Education	Rabbit Lake	Oct. 5/02 - Jun. 13/03	25		75	938		9		66	88
Youth Literacy Tutoring	Michel Village	Dec. 2/02 - Feb. 14/03	2		8	8				8	100
Literacy Subtotal	**Programs 15**		**241**	**31**	**743**	**7959**	**9**	**32**	**6**	**702**	**91**
EMPLOYABILITY/LIFE SKILLS											
Bridges to Employment	Cumberland House	Mar. 31/03 - Jun. 25/03	12	12		144	4		8		67
Developmental Studies - Phase 1	La Ronge	Sep. 16/02 - Dec. 6/02	12	14		168	4		10		71
Stepping Stones to New Hopes	Pelican Narrows	Feb. 19/03 - Jun. 13/03	16	19		304	6		13		68
Stepping Stones to New Hopes	Sandy Bay	Dec. 4/02 - Mar. 28/03	15	17		255	8		9		53
Stepping Stones to New Hopes	Hall Lake	Mar. 10/03 - Jun. 13/03	12	22		264	10		12		55
Stepping Stones to New Hopes	La Ronge	Nov. 4/02 - Feb. 21/03	14	17		238	2		15		88
Stepping Stones to New Hopes	Montreal Lake	Nov. 5/02 - Feb. 21/03	14	21		294	13		8		38
Stepping Stones to New Hopes	Southend	Nov. 25/02 - Mar. 1403	16	22		352	13		9		41
Stepping Stones to New Hopes	Stanley Mission	Nov. 18/02 - Mar. 14/03	15	20		300	11		9		45
Stepping Stones to New Horizons	Hall Lake	Nov. 4/02 - Jan. 30/03	11	20		220	8		12		60
Stepping Stones to New Horizons	Nemeiben River	Nov. 5/02 - Jan. 24/03	10	13		130	1		12		92
Employability/Life Skills Subtotal	**Programs 11**		**147**	**197**	**0**	**2669**	**80**	**0**	**117**	**0**	**59**

***Program weeks to June 30/03**

Basic Education

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
ENGLISH LANGUAGE TRAINING											
ESL Small Group Lessons	La Ronge	Jan. 27/03 - Apr. 30/03	3		4	6				4	100
English Language Training Subtotal	**Programs 1**		**3**	**0**	**4**	**6**	**0**	**0**	**0**	**4**	**100**

University

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
U OF R and U OF S											
U of R - Regional University Program	Buffalo Narrows	Sept. 4/02 - Apr. 17/03	30	1	13	225	1	5		8	57
U of Regina - Certificate of Indian Social Work*	Creighton	Sept. 3/02 - May 28/04	34	21		714			21		100
U of S - Regional University Program	Buffalo Narrows	Sept. 4/02 - Apr. 17/03	30		14	210		6		8	57
University of Regina	Buffalo Narrows	Sept. 3/02 - Apr. 22/03	29		4	58				4	100
University of Regina	La Ronge	Sept. 3/02 - Apr. 17/03	29	14	50	1131			14	50	100
University of Sask.	Creighton	Sept. 4/02 - April 21/03	29	1	1	44			1	1	100
University of Sask.	Sandy Bay	Sept. 3/02 - April 21/03	29		1	15				1	100
University of Saskatchewan	Buffalo Narrows	Sept. 3/02 - Apr. 22/03	29		3	44		3		0	0
University of Saskatchewan	La Ronge	Sept. 3/02 - Apr. 17/03	29		11	160		3		8	73
U of R and U of S Subtotal	**Programs 9**		**268**	**37**	**97**	**2601**	**1**	**17**	**36**	**80**	**87**
EXTENSION - OTHER INSTITUTES											
Athabasca University	La Ronge	Sept. 3/02 - Apr. 21/03	29	1	3	73			1	3	100
Extension - Other Institutes Subtotal	**Programs 1**		**29**	**1**	**3**	**73**	**0**	**0**	**1**	**3**	**100**

Services

Program	Location	Dates	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
Learner Support											
GED Testing	Buffalo Narrows	Oct. 9/02 - Apr 9/03	1		5	3				5	100
GED Testing	Creighton	Sep. 11/02 - Jun 27/03	2		14	14				14	100
GED Testing	La Ronge	Aug. 6/02 - Jun 12/03	2		8	8				8	100
Learner Support Subtotal	**Programs 3**		**5**	**0**	**27**	**25**	**0**	**0**	**0**	**27**	**100**

***Program weeks to June 30/03**

Enrolment Summary

Program Area	Programs	No. of Weeks	Total Enrolment F/T	Total Enrolment P/T	Student Weeks	Discontinued F/T	Discontinued P/T	Completion F/T	Completion P/T	Completion Percentage
Skill Training Total	Total Programs 91	975	869	282	9291	90	6	590	265	90%
Basic Education Total	Total Programs 55	1012	682	842	23755	253	50	413	782	78%
Services Total	Total Programs 3	5	0	27	25	0	0	0	27	100%
University Total	Total Programs 10	297	38	100	2674	1	17	37	83	87%
Grand Total	**Total Programs 159**	**2289**	**1389**	**1251**	**35745**	**344**	**73**	**1040**	**1157**	**83%**

Glossary

Academic GED	-academic skills development that prepares individuals to write the GED exams.
Adult Education	academic skills development that leads to certification at a Grade 10 or Grade 12.
Basic Education Credit	learning that is certified by Saskatchewan Learning.
Basic Education Non-Credit	learning which may include some form of evaluation, however does not result in certification by a recognized body.
Community/Individual Non-Credit	education and training that: a) leads to or enhances a person(s)/group(s) employability or b) enhances community and/or social development but does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.
Employability / Life Skills	scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.
English Language Training	scheduled program-based activities designed to teach English as a Second Language.
Exam Invigilation	a service in which the college supervises exams for courses or programs on behalf of other post-secondary institutions, industry associations or private training institutes. Note, this does not include exam invigilation that is provided as part of a program offered by or through the College.
Employability / Life Skills	scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.
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General Academic Studies	-academic skill development that prepares individuals to meet adult 10 pre-requisites

Institute Credit	education and training which leads to a credential (i.e. certificate, diploma, degree; from a recognized credit-granting institution.)
Industry Credit	education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency
Industry Non-Credit	education and training that meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) that does not result in credentials or certification recognized by an industry association or sector, regulatory body or licensing agency.
Literacy	scheduled program-based activities that enhance an individual's reading, writing, and numeracy skills.
Personal Interest Non-Credit	education and training that meets the needs of individual(s) or group(s) for the purpose of enhancing their hobby, leisure and recreation skills
Student - Full-Time	is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition: a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and b) for university courses: a minimum of 9 hours of scheduled class time per week for a minimum of period of 13 weeks.
Student - Part-Time	is defined as: (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hour of scheduled class time per week.